DOCUMENT RESUME

ED 431 663 SO 030 658

TITLE	South Carolina Social Studies Framework. Field Review Draft.
INSTITUTION	South Carolina State Dept. of Education, Columbia.
PUB DATE	1998-00-00
NOTE	170p.
AVAILABLE FROM	South Carolina State Department of Education, 1429 Senate Street, Columbia, SC 29210.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Academic Standards; Curriculum Design; Economics; Elementary Secondary Education; Geography; Higher Education; History; Learning Activities; Political Science; *Public Schools; *Social Studies; State Curriculum Guides; *State Standards; *Student Educational Objectives
IDENTIFIERS	*South Carolina

ABSTRACT

Social studies as a field of study embodies the essence of humankind (where people live, how they are organized, how they change, and how they prosper). This South Carolina social studies framework is based on the statement: "An educated citizenry is the key to a successful democratic society. Therefore, it is imperative that South Carolinians acquire a comprehensive and connected understanding of the human experience." Social studies is vital in helping students to: (1) understand who they are and how they relate to their communities, the nation, and the global society; (2) understand why they participate as citizens, both individually and as groups; (3) understand how the past, present, and future are interconnected; (4) respect cultural diversity; and (5) meet the challenges of the world of work. The framework provides an in-depth treatment of four core areas: history, government/political science, geography, and economics. It organizes the subject into four strands (analogous to the academic disciplines), which form the basic themes for social studies. An extensive reference list and a glossary of terms are included. (BT)

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ED 431 663

South Carolina Social Studies Framework

History	Geography	Government	Economics

Field Review Draft 1998

SO 030 658

South Carolina Department of Education
1429 Senate Street
Columbia, SC 29210

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SOUTH CAROLINA SOCIAL STUDIES FRAMEWORK

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Chapter 1

Introduction

Social Studies Curriculum Framework Writing Team

A Vision of Social Studies Education

Organization of This Framework

Strand I. Time, Continuity and Change: History

Strand II. Power, Authority and Governance: Government/Political Science

Strand III. People, Places and Environments: Geography

Strand IV. Production, Distribution and Consumption: Economics

Social studies as a field of study embodies the essence of humankind—where people live, how they are organized, how they change and how they prosper. In preparing for study in these areas, the Framework Team operated with this assumption: *An educated citizenry is the key to a successful democratic society. Therefore, it is imperative that South Carolinians acquire a comprehensive and connected understanding of the human experience.* Social studies is vital in helping students to

- understand who they are and how they relate to their communities, the nation and the global society;
- understand why they participate as citizens, both individually and as groups;
- understand how the past, present and future are interconnected;
- respect cultural diversity; and
- meet the challenges of the world of work.

With ambition for the task that lay before us in creating a framework for study and achievement, the Framework Team defined the topic in the following manner:

> *Social Studies is the integrated study of human experience for the purpose of promoting active participation in a diverse, interconnected world. Social Studies combines the study of anthropology, archaeology, economics, geography, government/political science, history, philosophy, psychology, religion and sociology in a systematic way to help students understand what it means to be human and how, as human beings, we are members of society.*

A Vision of Social Studies Education

A social studies program has the potential to examine the past and the present to facilitate all students' understanding of their roles as social beings. Students can become aware of their capacity to think creatively and critically to make informed decisions. Ideally, application of knowledge acquired in social studies can help students develop their ability to function as contributing citizens in a culturally diverse and democratic society.

In schools, students studying social studies are introduced to different people of the world and explore concepts that apply to the society in which they live. Social studies is a unique field due to the range of disciplines encompassed within the content area. Yet, social studies incorporates more than the piecemeal presentation of separate disciplines. Through the integration of history and the social sciences and the further integrated study of social studies with other content areas, students may acquire the knowledge, participatory skills and commitment for engagement outside school settings.

Our vision for the field of social studies involves several goals and objectives that can be universally applied to the diverse disciplines housed under this content area. Social Studies encompasses much more than a chronological menu of people and events to be transmitted as unrelated fragments or irrelevant bits of data. It should emphasize thinking skills. Students should be actively engaged in activities such as discussion, peer teaching and cooperative learning.

Instructors can make social studies content relevant in a variety of ways. For example, in history and geography, teachers can use examples that link the past to the present and people to their environments. In economics and government, teachers can teach concepts by using examples from current events and student interests. Instructors should also use strategies that connect information, e.g., using thematic presentations and encouraging students to explore cause-and-effect relationships. Students need to acquire a rich understanding of social themes which are embedded in social studies. They also need to critically examine history as being comprised of alternative perspectives on past events.

Instruction in social studies should help students understand and appreciate the accomplishments of the United States and how fortunate we truly are as a nation. As we approach the twenty-first century, the United States remain an international leader and a role model for democracy. Few of us would choose to live in any other country. However, students must also be challenged to look at both sides of issues, to explore frequently overlooked social problems such as the impact of racism, sexism and classism both here and abroad. Our country becomes more diverse every day, and students can learn from social studies how to use that diversity to make our country a better place to live for all its peoples. A major goal of social studies is to provide students with the knowledge necessary to understand both the strengths and weaknesses of our country and the skills to make it even greater one day.

Organization of This Framework

The organization of this document is similar to preceding South Carolina frameworks. The chapters that follow this introduction are described below:

- Chapter 2: Teaching and Learning. This chapter describes the conditions and understandings necessary for the teaching and learning of social studies.

- Chapter 3: Standards. This chapter includes the process, content and grade standards of learning recommended for all students in South Carolina.
- Chapter 4: Guidelines for Elective Courses. This chapter lists national standards for electives such as psychology, sociology and anthropology.
- Chapter 5: Professional Development and Teacher Education. This chapter discusses the kinds of professional development, including pre-service recommendations and inservice assistance, needed to improve the teaching and learning of social studies.
- Chapter 6: Assessment. This chapter outlines the principles and purposes of assessment including examples of good social studies assessments.
- Chapter 7: Instructional Materials and Resources. This chapter includes resources and materials recommended by this Framework Team.
- Chapter 8: Systemic Support. This chapter describes the kind of support needed from administrators and the community for the successful teaching and learning of social studies.

The *South Carolina Social Studies Framework* provides an in-depth treatment of four core areas: history, government/political science, geography and economics. This framework organizes the subject into four strands, which form the basic themes for social studies. These strands are roughly analogous to the academic disciplines, e.g., Strand II is People, Places and Environments: Geography. Specific social studies courses are often derived from the strands, especially in high school. The strands and the general understandings required by each are listed below:

Strand I. Time, Continuity and Change: History

Social studies programs should include experiences that provide for the study of *time, continuity and change* so the learner can demonstrate an understanding of

- the way individuals, families and communities live and work together now and in the past;
- history of peoples of many cultures around the world;
- the developments in the history of the world from its beginnings through the

period of intensified hemi- spheric interactions (circa 1500);

- major developments in the history of the world during the modern era (circa 1500 - present);
- major developments in the history of the United States and South Carolina from the earliest human settlements through Reconstruction (circa 1877);
- major developments in the United States and South Carolina from the end of Reconstruction through World War II (circa 1945); and
- major developments in the United States and South Carolina from the end of World War II through the present.

Strand II. Power, Authority and Governance: Government/Political Science

Social studies programs should include experiences that provide for the study of *power, authority and governance* so the learner can demonstrate an understanding of

- government, its origins and functions;
- foundations of American democracy;
- the role of the U.S. Constitution in American democracy; and
- the relationship of the United States to other nations and to world affairs.

Strand III. People, Places and Environments: Geography

Social studies programs should include experiences that provide for the study of *people, places and environments* so the learner can demonstrate understanding of

- the world in spatial terms;
- places and regions;
- physical systems;
- human systems;
- he environment and society; and

- the uses of geography.

Strand IV. Production, Distribution and Consumption: Economics

Social studies programs should include experiences that provide for the study of *production, distribution and consumption* so the learner can demonstrate an understanding of

- scarcity and choice;
- demand and supply;
- the world of work;
- free enterprise economy;
- economic institutions;
- government;
- national economy; and
- trade.

Chapter 3 expands the above organization to include several kinds of standards of learning. Listed at the beginning of the chapter for all of the strands are process standards, or skills, needed for success in social studies. These process skills address what students should be able to do and are embedded in the content standards for the strand.

Following the process standards are the content standards for the strand. The content standards are broad statements of what students are expected to know and be able to do. These standards describe the core understandings that every student is expected to learn in a strand.

Listed under the content standards are more specific grade-by-grade standards which describe how a student might demonstrate the understandings described in the content standards. Grade-by-grade standards by definition prescribe a general sequence of studies across K-12. The grade standards in this document assume that content will be covered as follows:

- Kindergarten Introduction to Social Studies
- Grade 1 Introduction to Social Studies
- Grade 2 Introduction to Social Studies
- Grade 3 Introduction to Social Studies/South Carolina Studies

- Grade 4 US Studies to 1877
- Grade 5 US Studies 1877 to present
- Grade 6 World Social Studies to 1500
- Grade 7 World Social Studies 1500 to present
- Grade 8 US and South Carolina Studies
- Grades 9-10 Global Studies
- Grades 11-12 US History (1 year); Economics/Government

These grade standards were developed in response to recommendations from the PASS (Performance Accountability and School Standards) Commission in the fall of 1997 and legislation was proposed in the winter of 1998. Instead of grade span benchmarks like those in the other frameworks, this one contains standards for the following grades: Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8,9-10 and 11-12.

The Framework Team wishes to emphasize that the teaching of the strands should be as integrated as possible. Indeed, most social studies teachers have found that it is nearly impossible to teach one social studies discipline alone. For example, how can one teach history without frequent references to geography, government and economics? The sequence outlined above offers further support for this kind of integration.

Finally, the organization of this Framework and the additions included at the back are intended to facilitate use of the Framework by both teachers and administrators. For example, Chapter 3 is organized for use by teachers, but Appendix C which covers the same content, may be more helpful to coordinators since it displays the content and grade standards across several grade levels on a page. It is the hope of the Framework team, which worked over two years developing and refining this document, that every chapter will support and enhance the teaching and learning of Social Studies in South Carolina.

Chapter 2

TEACHING AND LEARNING SOCIAL STUDIES

Using Technology Effectively

Using Local Community Resources for the Teaching of Social Studies

Types of Local Resources

Service Learning

The primary objective of the Frameworks document is to describe what students should know and be able to do in social studies. However, prior to this discussion, it is important to review some essential principles in teaching and learning. Recognizing that teacher-student interaction is at the heart of education, this chapter offers guiding principles portraying ideal social studies teaching and learning. These principles are adapted from the position statement of the National Council for the Social Studies entitled *A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy.* Social studies instruction is effective when it is meaningful, integrative, active, challenging, tolerant of diversity, using local community resources and using technology effectively.

Meaningful

Children learn based upon what they already know. This means that new information must be linked to prior knowledge and experiences.

- Students learn connected networks of knowledge, skills, beliefs and dispositions that they will find useful both in and outside of school. New information is related to students' prior knowledge and experiences. For example, when teaching about the World War II Holocaust, a fifth grade teacher used the following questions to connect events that happened more than 50 years ago with children's lives today. "What does an event which happened in the 1940's have to do with us today?" "Have you ever been swept up in an idea which you knew was wrong, but you continued to go along with it because you did not want to appear to be an outsider?" "Have you ever put someone down because he or she was different than yourself?" "How would you feel if everything that was important to you was suddenly taken away?" "Could an event like the Holocaust happen again? Why or why not?" Through questions such as these, students compare the past to the present and, as a result, learn more about themselves.

  Furthermore, new information is presented in ways that allow students to find patterns or relationships within that information and apply that information to new situations. Facts and skills are not taught in isolation. For example, in an eleventh grade history class, the teacher shows the students a series of maps. The first map depicts Native American territory prior to the European's arrival in North America. The final map shows Native American lands and communities of the late twentieth century. The teacher facilitates a discussion about changes in land ownership by Native Americans over the history of North America, but the students draw inferences from the maps. Students analyze data presented in the maps and think critically about the changes reflected in the data, why they occurred and possible future implications for Native Americans.

In another activity, a fourth grade teacher wanted students to compare the past to the present. He had students select a topic of interest that was present in the U.S. at some point between 1860 and 1930 and is still around today, although it may have changed a great deal. Students selected topics such as comparing settlement houses like Hull House to community centers today, AT&T in the 1880's to AT&T today, music of the 1920's to music today, automobiles of the early Twentieth Century like the Model T to automobiles today. Students were allowed to choose the method by which their comparisons were shared with the class: some wrote short papers, others made videos or conducted interviews, still others did short multi-media presentations. In their presentations, students were required to make predictions about these topics in the future, thus completing an exercise requiring the formation of generalizations with the application of those generalizations to the future.

- Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation and life application. Too frequently, social studies teachers are driven by the perceived need to cover a large body of content. This practice undermines effectiveness.

The most effective teachers, however, do not diffuse their efforts by covering too many topics superficially. Instead, they select for emphasis the most useful landmark locations, the most representative case studies, the most inspiring models, the truly precedent-setting events and the concepts and principles that their students must know and be able to apply in their lives outside of school. ("A Vision...", in Social Education, September 1993, p. 216)

Effective teachers focus student attention on the most important ideas.

- The significance and meaningfulness of the content are emphasized in how it is presented to students and how it is developed through activities. New information is presented in ways that allow students to see the relationships between elements of the information. Timelines, charts, matrices and other graphic devices may be used.

- Teaching emphasizes authentic activities and assessment tasks. Rather than the traditional library paper, students develop a museum display on colonial life complete with replica artifacts and fully researched documentation.

Integrative

Social studies is by its very nature integrative; the study of important social issues requires insights from across the disciplines that inform social studies.

- Teaching is integrative in its treatment of topics. These topics transcend particular disciplinary treatment. For example, the study of the family is informed by sociology, history, anthropology and psychology.

- Teaching is integrative across time and space. Social studies allows students to study the past to inform themselves in the present and direct themselves in the future. Social studies provides students with a lens through which they study other cultures and reflect on their own.

- Teaching integrates knowledge, skills, beliefs, values and dispositions to action. Effective social studies teaching recognizes the close relationship between content and process.

Active

Effective social studies teaching requires the active involvement of students in processing information, creating connections and constructing understanding. (A full list of process standards is found on p. 31). The role of the teacher becomes one in which he or she facilitates student connection-making through focus on organizing themes, issues, or concepts and provides students opportunities to manipulate sources and construct meaning.

- The teacher facilitates active student learning through the following strategies:

  Continually adjusting instruction to address the individual needs of students.

  Collaborating with students in the learning process.

  Incorporating a variety of instructional materials and re-sources such as photographs, maps and other graphics; videos; primary sources; and the internet.

  Using community resources such as guest speakers and historic places.

  Developing lessons which require students to actively manipulate information in a variety of formats and engage in higher order and critical thinking.

  Developing and implementing appropriate questioning techniques that encourage reflection.

  Empowering students to manage their own learning by providing them with thoughtful and on-going guidance.

  Fostering a classroom atmosphere that encourages the development of a community of learners.

  Using accountability in grading systems that are compatible with instructional methods.

  Monitoring student learning and adjusting instruction appropriately.

- Social studies teaching requires reflective decision-making as events unfold during instruction. *Carpe diem*!

- The construction of meaning required to develop important social understandings takes time and is facilitated by interactive discourse.

- Teacher and student roles shift as learning progresses.

- **Teaching emphasizes authentic activities that call for using content for accomplishing life applications. Social studies concepts should be applied to current situations.**

- **Students develop new understanding through a process of active construction. The following activity, a study of the Black Codes in the period immediately after the end of the Civil War, demonstrates how students might participate in the active construction of knowledge.**

In the period immediately after the Civil War, southern states passed laws that extended certain rights to the newly freed slaves (freedmen) and regulated their relations with the rest of the community. In 1866, for example, South Carolina passed the following statute:

...all persons hitherto known in law in this State as slaves, or as free persons of color, shall have the right to make and enforce contracts, to sue, be sued, to be affiants and give evidence, to inherit, to purchase, lease, sell, hold, convey and assign real and personal property, make wills and testaments and to have full and equal benefit of the rights of persona security, personal liberty and private property and of all remedies and proceedings for the enforcement and protection of the same, as white persons now have, and shall not be subjected to any other or different punishment, pain or penalty for the commission of any act or offense than such as are prescribed for white persons committing like acts or offenses. *(Statutes at Large, 1866)*

While the above statute clearly reflected the goal of extending rights to the freedmen, the purposes behind black codes were not always so clear or benevolent. Students might critically examine, for example, the following excerpts from Black Codes passed in Mississippi in 1865 (Graebner and Richards, 1982, 1: 404-408). What motives seem to be reflected in these statutes?

Every civil officer shall, and every person may arrest and carry back to his or her legal employer any freedman, free negro, or mulatto who shall have quit the service of his or her employer before the expiration of his or her term of service without good cause...said arrested party, after being so returned, may appeal to a justice of the peace...who...on notice to the alleged employer, shall try summarily whether said appellant is legally employed by the alleged employer and has good cause to quit...either party shall have the right to appeal to the county court...and the decision of the county court shall be final...

All freedmen, free negroes and mulattoes in this State, over the age of eighteen years, found on the second Monday in January, 1866, or thereafter, with no lawful employment or business, or found unlawfully assembling themselves together...and all white persons so assembling themselves with freedmen...shall be deemed vagrants...

No freedman, free negro or mulatto, not in the military service of the United States government and not licensed so to do by the board of police of his or her county, shall keep or carry fire-arms of any kind, or any ammunition, dirk or bowie knife...

If any freedman, free negro, or mulatto, convicted of any of the misdemeanors provided against in this act, shall fail or refuse for the space of five days, after conviction, to pay the fine and costs imposed, such person shall be hired out by the sheriff or other officer, at public outcry, to any white

> *person who will pay said fine and all costs and take said convict for the shortest time...*

Through active analysis and critical reasoning about the raw material of history, in this case actual statutes, students construct their own understandings of the Black Codes, rather than have teachers "pour" this information into their heads.

Challenging

Effective social studies instruction should challenge students to think and reach higher standards.

- Students are expected to strive to accomplish the instructional goals, both as individuals and as group members, through thoughtful participation in lessons and activities and careful work on assignments.
- The teacher models seriousness of purpose and a thoughtful approach to inquiry and uses instructional strategies designed to elicit and support similar qualities from the students.
- Teachers require well-reasoned arguments rather than opinions. The teacher makes it clear that the purpose of such challenge is not to put students on the spot, but to help them create new understandings based on engagement in thoughtful dialog.

Tolerant of Diversity

Effective social studies instruction recognizes diversity and the existence of multiple perspectives.

- Teaching considers the ethical dimensions of topics and addresses controversial issues, providing an arena for reflective development of concern for the common good, application of social mores and individual responsibility.
- Students are made aware of potential social policy implications and taught to think critically and make thoughtful decisions about related social issues.
- Teaching encourages recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences and a commitment to social responsibility and action.

Using Technology Effectively

Computers are playing an increasingly pervasive role in American society, and this fact must be recognized in social studies classrooms. Computers have served a dual role as an important instructional tool and as a phenomenon which has had a significant effect on the political, social and economic functioning of American society. As both a method of instruction and a topic of instruction, the potential impact of computers on social studies seems immense. However, the extent to which this potential might be being fully realized in the classroom has not been sufficiently explored. Computer-based learning has the potential to facilitate development of students' decision-making and problem-solving skills, data processing skills and communication capabilities. Through the computer, students may gain access to the world and broaden their exposure to diverse people and perspectives.

Computer activities include drill-and-practice/tutorials, educational games simulations, database management and manipulation, word processing and writing, graphing and multimedia presentations.

- Drill and Practice, Tutorials and Study Guides

These computer applications typically require students to recall information and have been among the most frequently used programs in social studies. While they may facilitate the practice of social studies skills and application of knowledge, they have been criticized for detracting from understanding social studies as process rather than simply content to be memorized.

- Games and Simulations

The benefit of simulations is that they allow students to engage in activities which otherwise would be too expensive, dangerous, or impractical to conduct in the classroom. Simulations facilitate the development of students' problem-solving skills and place students in the role of decision-maker. In conjunction with higher level thinking skill development, simulations expose students to information which may expand their knowledge regarding the content area.

- Data Base and Graphics

Among the most frequently cited rationales for integrating computers into the social studies curriculum is the belief that this technology encourages problem-solving and facilitates inquiry-driven approaches to learning. From the elementary through college levels, database projects have been the foundation for problem-solving activities involving computers. As a result, the use of computer databases, especially with the growth of the internet, has been an expanding area of computer-assisted instruction in the social studies.

Computers also have been utilized to facilitate interaction with primary source documents and aid the retrieval of raw historical data. Databases have been especially useful for managing the extensive knowledge base in the social studies. They foster students' development of inquiry strategies through the manipulation and analysis of information. However, students must learn to examine these materials as critically as they do others (see p. 145).

The computer is a potentially valuable visual aid which can diversify a teacher's presentation of information. Graphics are particularly useful for organizing extensive data into manageable visual representation, and they are a useful tool for accommodating diverse learning styles. Students may develop critical thinking skills as they analyze nontextual visual images and acquire skills in interpreting maps and graphs. The graphics program is used in conjunction with word processing, a spread sheet and data base. In the process of creating brochures, short history books and crossword puzzles, students engage in a greater amount of individualized student-teacher interaction. Concurrently, students develop their teamwork and problem-solving skills and are encouraged to become active rather than passive learners. Students learn to construct meaning for themselves and integrate concepts.

- Word Processing and Writing

Whereas social studies teachers previously utilized word processing programs to develop students' writing skills, electronic mail networks via the Internet are evolving as an instructional aid and are assuming a more prominent role as a tool to enhance students' writing abilities. Students access global information and develop cross-cultural relationship through international pen pals.

Using Local Community Resources for the Teaching of Social Studies

Introduction

Over the past decades, teachers of social studies from across the nation have rediscovered the value of the local community as a resource for the teaching of social studies. Their students have equipped themselves with video cameras and note pads, have located and interviewed senior citizens and have recorded a wide variety of stories never before documented. Thanks to alliances with downtown business organizations or local historical societies, students have gone on architectural walking tours of downtowns and learned to read the history of their community as evidenced in its "built environment." Combining such explorations with investigation of historical photographs, newspapers, or business records, they have produced publications, exhibits and plays to portray the story of their community and its place in the nation.

This resurgence of the importance of local history in schools is a reflection of a much larger interest in community history that has been growing in society at large in recent years. As families become more transient and societies more rootless, community history endeavors assume greater importance in providing individuals with a stronger sense of identity. What was once passed on from generation to generation among extended families or by community "elders" must now be transmitted in an institutional manner, if it is to be passed on at all. In addition, landscapes once rural or towns once isolated are becoming overwhelmed by suburban sprawl, shocking citizens into realizing that what was once seen as "unchanging" may well be transformed tomorrow.

Further, working with local resources may rectify the imbalance in the way social studies, especially history, has conventionally been taught. So often, such courses have focused on trends, issues and key figures of national significance to the neglect of the everyday experiences of ordinary men, women and children in towns across the nation and state. Yet such people contributed to the creation of our history, economy and culture. They were shaped by the environment around them and they, in turn, shaped it.

Another reason for the increasing popularity of using local resources is that teachers have found that they make social studies more interesting. These resources can literally make social studies more tangible to students and more closely related to the people and places they know. Also, such resources can provide innovative teachers with an almost endless supply of teaching materials and ideas, which can be crafted to suit the needs of the curricula and the interests of students.

It should be underscored that focusing on local issues is not an end in itself. Instead, it should be connected to the development of both critical thinking skills and the criteria

for intellectual integrity. Further, the emphasis on local concerns should be connected to larger themes of the curricula of social studies. Students need to see how their community and personal lives have been shaped by larger trends and ideas. But for that to happen, students must also learn to notice what is at their feet, not just study what is on the horizon. Thus, teachers need to be bridge builders, continually connecting in a meaningful manner the history, geography and economics of the school's community to the larger trends and issues of the nation and world.

Types of Local Resources

What kinds of community resources might teachers use to accomplish such goals? Three publications offer excellent introductions: *Nearby History: Exploring the Past Around You* by David Kyvig and Myron Marty, *Teaching with Historic Places* by the National Park Service and the National Trust for Historic Preservation and *Using Local History in the Classroom* by Fay Metcalf and Matthew Downey. In South Carolina, teachers are urged to contact the South Carolina State Museum in Columbia as well as other organizations listed in Chapter 7. The following is offered as an illustrative sample of the types of local resources teachers may use, together with a brief description of how they may be used and why.

- Oral History - Oral history can be an invaluable way to learn about the history, culture, economy, or politics of the community. It is not an end in itself, but should be seen as one method of gathering evidence. By interviewing persons first hand, students encounter social studies in a personal manner and may well experience the complexity of social studies as they hear differing accounts of the same question. Since so much of history, especially that of everyday people, has not been written down, oral history offers students the opportunity to record important experiences, traditions, stories and points of view. Thanks to technology, such documentation can be digitized for archival purposes or easily edited into a range of school print or media productions. As early as the 1970's, the Foxfire program in Rabun Gap, Georgia, pioneered oral history programs in schools and their newsletters, books and plays offer excellent case studies for reference. In South Carolina, the Downtown Development Association has helped develop oral history programs with local businesses, and many historical organizations have organized partnerships with schools.

- Artifacts - Whether contemporary or historical, artifacts make social studies tangible and can be used to decipher a story. By definition, artifacts are objects made by people; they are, therefore, a product of a specific culture and economy which students can discover by asking questions in a systematic way. One set of questions encompasses five basic properties of artifacts. Those include history, material, construction, design and function. To identify the artifact's history, students may ask where and when it was made? By whom? For whom? Why? Have there been alterations? Who might have owned it? In terms of material, students may ask if it is made of metal, glass, plastic, wood? For construction, was it handmade or machine made? Locally made or foreign? What about its design? What about its structure and form? Does it have utilitarian functions as well as symbolic? What aesthetic purposes might it serve?

  Answers to these questions should not stop there but should lead to discussions and conclusions about the society, culture and economy which produced the artifacts. While asking these questions of one artifact, students could also address them of a collection - of toys or of cooking ware, for example - and make conclusions about crosscultural comparisons or change over time.

- Photographs - Providing literally a "snapshot" of the past, photographs are among the most useful resources. They can help us understand the character of a place or a people, they can show details of buildings, clothing, or personal expressions, and they can convey the ambiance of a period, how things appeared together in relationship to one another - the tout ensemble. Further, it is often difficult for students today to visualize ways of life of the past, so photographs provide them with visual cues that help them imagine what it was like. In the study of social studies, photographs can be "read" in systematic ways to learn about society, culture, politics, technology, or the economy. Some schools have combined historical photographs of their school or of a street corner or business with city directories and oral histories to show change and continuity over time. In Beaufort, for example, innovative teachers and students at the Lady's Island School have produced a fascinating calendar of historical photographs of their community over time.

- Buildings - Though often taken for granted, buildings perhaps serve as the most visible form of evidence of change and continuity in our communities and of its relationship to the wider world. They tell us of architectural styles and aesthetic values, of financial costs and economic choices, of technology and science, of labor and management and of people and how they lived and worked. Almost all communities have historical buildings of some sort and the study of them takes students back into the past and helps them connect those buildings to the styles and trends of the nation at large. Yet modern buildings can also be studies in the same way. For example, a convenience store, complete with its gas pumps, easy access and look-alike architecture, can be investigated as a piece of evidence of contemporary America.

To analyze a building, a range of questions may be addressed. Organizations such as the Historic Columbia Foundation, the Historic Charleston Foundation and Drayton Hall in Charleston, offer guides to architectural styles that may help in such investigations. Students might begin with the basics. What is the identify of the building? What is its name? Where is it located? When was it built? For what purpose? They might look at its history. Has the building been changed? How is it different from or similar to other buildings? They could also consider its architecture. Is it of a vernacular or a formal style? If the latter, of which type? What does it tell the viewer about the aesthetic values of the owners and of that period?

Students should also investigate the site. What is the physical geography of its location and how does the building relate to it? For example, what is its relationship to rivers or roads or to hills and the site's topography? How is the site landscaped today and are there vestiges of its historical landscape? In terms of technology, students may ask about how the building is constructed and supported. How are heating, ventilation, lighting and sanitation provided? Are the building materials local or imported? To learn about economics, students may ask whether the building appears to be expensive or not so expensive in its time? Who might have been paid for it? How do the size, building materials, architectural style, degree of ornamentation and interior design illustrate economic choices?

Last, what about the people associated with the building? Did people live or work there? Who might those people have been, in terms of class, status and age? What would have been their jobs or routines of daily life? By piecing together answers to such questions, students can be led to make interpretive conclusions about the local society, culture and economy of which the building is a part and to connect the results to the larger trends and issues being studied in the curricula.

- The Environment - While buildings may be the most visible of resources in local communities, the environment is among the most influential yet perhaps the most overlooked. The patterns of settlement of any town and of South Carolina in particular are very much the product of the environment. Thus, environmental studies can help students understand why and how things developed and give them new views into the past.

Simple questions can lead to new ways of thinking. Choose any town, for example and ask why it is located where it is and how environment shaped those decisions. Why was Charleston founded there? How did its environment of lowlands and waterways both contribute to and hinder its development? Why was Summerville established in its location (on a ridge)? Did its location have any effect on why it was named Summerville? What about Summerton? (Answers to those last questions connect health, history and geography.) And what about Greenville? Was it named after a person or after its verdant landscape? Why is Columbia sited as it is? Since it is on a major river in the state, why did it not become an inland port city, as did Richmond on the James River, or Alexandria on the Potomac, or Albany on the Hudson? What effects did that lack of access to the sea have on the settlement of the upstate?

Trying to answer such questions about local waterways and other environmental features and their effects can lead students to other basic questions. Why, for example, is a particular region flat, hilly, or mountainous? What in the geological past happened to form those particular geographical features? Why, for example, is almost half of the state flat? When did this occur?

In trying to help students answer such questions, teachers may take their students back into time to get them to imagine previous landscapes. Thanks to the research of historians, archaeologists, historical geographers and geologists, teachers can take one place and provide snapshots of its development back into time, as if a movie were running in reverse. The state capital, Columbia, may serve as an example. If students were to "time travel" 500 years into its past, what kind of landscape might they see? According to natural historians and archaeologists, they would look out over vast stretches of forests as far as the eye could see, with a few clearings marking settlements of Native Americans, especially along the rivers.

Now if students were to jet far back into Columbia's geological past - say the Late Cretaceous Epoch, about 80 million years ago - what would they see? Geologists tell us they would be looking along a shoreline with low mountains gently sloping to the Atlantic Ocean. Pine trees and flowering plants would be growing on the hillsides, including a tree whose bloom students would readily recognize, the magnolia. Students might see duck billed dinosaurs walking among forests and just off the beach would be lurking the great white shark and its much larger relative, the giant white shark, along with crocodiles and many fish.

If a teacher in Summerville performed a similar exercise, taking her students back about a million years ago, they would see the ocean lapping against the dune ridge that has now become Summerville. On the land they would see scores of large mammals, many of them now extinct - camels, mammoths, mastodons, bison, sloths. In the rich and shallow seawaters they would have seen whales, porpoises, sharks and many fish in abundance.

By working with geologists, geographers, archaeologists, historians and others in such ways, teachers can look anew at their own environs and help bring history and geography together for their students. By asking large questions of small places and by getting assistance from others, they can help students paint fascinating tableaus connecting life then with life now.

- Archives, Libraries and Written Records - Written records provide the most conventional source of evidence in local communities. Old newspapers, city directories, maps, censuses and other documents serve as primary sources for the research of local history and culture. City directories, for example, provide names of residents and businesses by street address, enabling teachers and students to trace the social and economic development of a specific site or neighborhood over time. Chamber of Commerce or other business records provide excellent indices into the evolution of the local economy and its relationship to national trends.

Recorded each decade since 1790, U.S. manuscript censuses list members of households by name, age, race, occupation and other categories, and those from 1790 to 1920 are available for research in many libraries and local archives. In the year 2000 the census of 1930 will become available. In African American history, the censuses after emancipation, i.e., of 1870 and 1880, are especially significant because they provide the surnames of families officially assumed after emancipation as well as other information about family composition and occupations.

Historical newspaper accounts can be used to make historical events seem like "news" and enable students to see things from the perspective of the times. Such exercises are important if students are to learn to disengage themselves from present-day assumptions and to see more objectively from differing points of view in the past. Finally, these written records that have been cited, along with others available in archives and libraries, can be combined with one another, and with the other community resources described earlier, to enable students to experience social studies close up and to step back and paint a tableau of their community and its context over time.

- Museums and Historical Organizations - Across the state, museums and historical organizations are developing programs for schools that extend far beyond the conventional field trip. They are working with schools to produce curricula-based programs that help teachers meet specific objectives and that are usually interdisciplinary. For example, school programs at the Catawba Indian Cultural Center in Rock Hill interweave history, natural history and Native American culture. The Penn Center, an historic institution founded in 1862 on St. Helena Island by northern abolitionists to teach self-sufficiency, today has a museum, a conference facility, educational enrichment programs for children and an early childhood "at-risk" family initiative. In Summerville, one teacher enriched a course in geography by working with the National Audobon Society's Francis Beidler Forest. While the Forest is known for its natural history and biology offerings, this teacher used the migrations of birds through the Forest as the focus and had his students learn geography as they traced the migratory routes of the birds from Canada through Francis Beidler Forest to South America and back. Whether the principal focus of the museum is history, art, natural history or otherwise, museums are increasingly becoming interdisciplinary. Perhaps

> Larry Henry, president of Brookgreen Gardens near Murrell's Inlet, South Carolina, described this recent trend best when he said, "The land is a repository for telling a story. Most institutions are about animals, history, or plants. We are about the place. What we want to show is how all these things fit together."

In order to achieve these more cohesive objectives, museums are looking to build alliances with schools, businesses, downtown associations and local citizens' groups. No longer can they afford to go it alone, for time and financial resources are at a premium, and both museum professionals and teachers realize that together they can craft more effective educational programs. In Charleston and other cities, school systems in partnership with museums have developed courses for teachers to help them learn to use local community resources to enhance their teaching of social studies. In addition, museums and historical organizations are producing social studies kits that schools may rent or buy. They offer programs in which staff visit schools or help produce walking tours or oral histories of neighborhoods and business districts.

Service Learning

Another way to make social studies come alive for students and introduce them to the moral and ethical responsibilities of citizens and neighbors is through service learning. K-12 students across South Carolina are involved in service learning programs as tutors, conservationists, public opinion pollsters, peer mentors and helpers, museum docents, farmers and assistants to the police department, fire department and other public agencies. Since 1992, the state has been recognized as a leader state in service learning -- an educational strategy linking community service with the social, personal and academic needs of students. Students help develop their communities and strengthen their own learning experience; community members benefit from student work and become more involved in their local schools.

Service learning provides young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities. For example, high school students planned and performed renovations on a donated building in an impoverished area of their community to create a new community center for young and old alike. Middle school students explored farming possibilities in science class and offered their services to local farmers by testing the market for a worm farm and shiitake mushroom farm.

Besides personal growth, social growth, intellectual growth and preparation for the world of work, one of the goals of service learning is to build an understanding of citizenship in a democracy and an understanding of individual responsibilities as a member of a community and society. One high school activity directly related to civic participation, for example, involves students working a designated number of hours with voter registration. They assist prospective voters with paperwork for registration and serve as poll workers following classroom study of the why, how and history of voting within the United States.

Chapter 3

STANDARDS

Process Standards

Content Standards by grade

K	1	2	3	4	5	6	7	8	9	10	11	12

This introduction to Chapter 3 defines the three kinds of standards in the chapter: process, content and grade-by-grade and describes the organization of them. Figure 1 illustrates the organization of the standards.

Process Standards

Process standards, or skills, needed for success in social studies are listed at the beginning of this chapter for each of the strands. These process skills address what students should be able to do. For example, one of the process standards for history requires that students be able to demonstrate chronological thinking by creating timelines. The process standards are embedded in the content standards, so teachers should incorporate them into their teaching and assessment of the content standards.

Content Standards

Following the process standards are the content standards for each strand. The content standards are broad statements of what students are expected to know and be able to do in each area. These standards are based on the national standards from the National Center for History in the Schools, the Center for Civic Education, the National Council for Geographic Education and the National Council on Economic Education.

Grade-by-Grade Standards

Listed under each content standard are more specific grade-by-grade standards, which describe how a student might demonstrate the core understandings described in the content standards. The grade level standards

- are numbered according to the grade and content standard under which they fall. For example, for grade 2, the first grade standard under the first content standard is numbered 2.1.1;
- are numbered for references purposes and not according to importance or priority;
- are developmentally appropriate for most students and can be used by teachers to design classroom activities and by teachers and other test writers to develop assessments; and
- in a few cases are repeated across grades. In these cases, they should be taught in the latter grades at increasing levels of sophistication and breadth using developmentally appropriate teaching strategies.

Grade level standards are listed for each of grades K-8 but for combined grades in high school (9-10 and 11-12). These upper grades are not listed individually because only three years of

Social Studies are currently required for high school graduation and courses other than US History, Economics and Government are frequently elective.

As described in Chapter 1, the grade-by-grade standards in this document assume a particular sequence across K-12:

- Kindergarten-Grade 2: Introduction to Social Studies
- Grade 3: Introduction to Social Studies/South Carolina Studies
- Grade 4: US Studies to 1877
- Grade 5: US Studies 1877 to present
- Grade 6: World Social Studies to 1500
- Grade 7: World Social Studies 1500 to present
- Grade 8: US and South Carolina Studies
- Grades 9-10 :Global Studies
- Grades 11-12: US History (1 yr.); Economics/Government

This chapter lists the standards by grade level. Appendix C includes all of the same material organized by school levels (e.g., all of the grade standards for a particular strand and content standard are shown on one page for all primary [K-2] grades).

Standards are supposed to identify major goals and concepts. This team did not consider it practical or desirable to enumerate all the individuals, events, or documents which are important for students to know. Rather, the standards provide a framework through which these specifics should be addressed.

The figure below shows the organization and location of the strands and content and grade-by-grade standards as presented in this chapter.

FIGURE 1

ORGANIZATION OF STRANDS, CONTENT STANDARDS AND GRADE-BY-GRADE STANDARDS

Kindergarten	Grade
I. Time, Continuity and Change: History	Strand
K.1 The learner will demonstrate an understanding of the way individuals, families and communities live and work together now and in the past.	Content standard
The student should be able to K.1.1 Describe personal changes over time such as... K.1.2 Describe personal connections to place...	Grade-by-Grade Standard
II. Power, Authority and Governance: **Government/Political Science** K.2 The learner will demonstrate an understanding of government... The student should be able to K.2.1 Describe the purposes... K.2.2 Identify sources of...	

Process Standards

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I. TIME, CONTINUITY AND CHANGE: HISTORY

A study of history should not rest on a knowledge of facts, dates and places alone. Real historical understanding requires students to engage in historical thinking. The following five types of historical thinking are interactive and mutually supportive. They are dependent on historical content and do not develop, nor can they be practiced, in a vacuum.

A. Chronological Thinking

1. Distinguish between past, present and future time
2. Use the temporal structure to construct a historical narrative or story
3. Establish temporal order in constructing students' own historical narratives
4. Measure and calculate calendar time
5. Interpret data presented in time lines
6. Create time lines
7. Explain change and continuity over time
8. Compare alternative models for periodization

B. Historical Comprehension

1. Reconstruct the literal meaning of a historical passage
2. Identify the central question(s) the historical narrative addresses
3. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams and other graphic organizers
4. Utilize the visual data presented in photographs, paintings, cartoons and architectural drawings

C. Historical Analysis and Interpretation

1. Identify the author or source of the historical document or narrative
2. Analyze historical fiction
3. Distinguish between historical facts and historical inter- pretation
4. Compare different stories about a historical figure, era, or event
5. Analyze illustrations in historical stories
6. Consider multiple perspectives
7. Explain causes in analyzing historical actions
8. Challenge arguments of historical inevitability

   9. Evaluate major debates among historians
   10. Hypothesize influences of the past

D. Historical Research Capabilities

   1. Formulate historical questions from a variety of sources
   2. Obtain historical data from a variety of sources
   3. Identify ways in which sources of historical data can be preserved
   4. Interrogate historical data
   5. Identify and seek to fill in gaps in the available records
   6. Employ quantitative analysis
   7. Construct sound historical interpretations with evidence

E. Historical Issues: Analysis and Decision-Making

   1. Identify problems and dilemmas in the past
   2. Analyze the interests and values of the various people involved
   3. Identify causes of a problem or dilemma confronting people in historical situations
   4. Propose alternative ways of solving a historical problem ordilemma
   5. Formulate a position or course of action on an issue
   6. Evaluate implementation and consequences of a decision

II. POWER, AUTHORITY AND GOVERNANCE: GOVERNMENT/POLITICAL SCIENCE

If citizens are to exercise their rights and discharge their responsibilities as members of self governing communities, they not only need to acquire a body of knowledge about civic life, politics and government; they also need to acquire relevant skills.

The above listed intellectual processes can be absorbed into the "Power, Authority & Governance" Strand with the following examples.

A. Explaining and Analyzing

   1. Explaining how something works (e.g., electoral system, system of checks and balances, American federal system)
   2. Analyzing reasons for acts, occurrences and trends (e.g., passage of the 19th amendment, urban riots, voter interest or apathy)
   3. Explaining the causes and effects of events and phenomena (e.g., creation of the Bill of Rights, election of Franklin D. Roosevelt in 1932, high or low voter turnout)
   4. Analyzing the reasons or motivations for the use of emotional

language (e.g., pique public interest, spur action, gain support or sympathy)

5. Comparing and contrasting (e.g., limited and unlimited governments, legislative and judicial functions, shared powers and parliamentary systems)

6. Distinguishing between opinion and fact (e.g., belief that citizens cannot influence public policy vs. available avenues through which citizens can monitor and influence public policy)

7. Distinguishing between means and ends (e.g., between trial by jury and justice, taxation and public safety, foreign aid and national security interests)

8. Clarifying responsibilities (e.g., between personal and public responsibilities, between elected officials and citizens)

9. Interpreting the meaning or significance of events, ideas, phenomena (e.g., ratification of the Constitution, rule of law, impact of immigration)

B. Evaluating, Taking and Defending Positions

The items listed below under this heading refer to skills required for citizens to assess issues on the public agenda, to make judgments about issues and to discuss their assessments with others in public or private.

Evaluating positions means to use criteria or standards to make judgments about the strengths and weaknesses of positions on issues, goals promoted by the position, or means advocated to attain those goals.

Taking a position refers to using criteria or standards to arrive at a position one can support by selecting from existing positions or creating a novel one.

Defending a position refers to advancing arguments and offering evidence in favor of one's position and responding to or taking into account arguments opposed to one's position.

1. Identifying strengths and weaknesses (e.g., of proposed rules, regulations, or legislation)

2. Challenging ad hominem and other illogical arguments (e.g., name calling, personal attacks, insinuation and innuendo, circular arguments)

3. Evaluating the validity of arguments, analogies and data (e.g., source of data, omission of data, logical cohesion, circularity of argument, appropriate correspondence of analogies)

4. Citing evidence in support or rejection (e.g., reliability of evidence, relevance of evidence, substantiation or contradiction of two or more kinds of evidence)

5. Predicting probable consequences (e.g., reliability of predictions, degrees of probability, comparability to past instances)

6. Evaluating means and ends (e.g., means not conducive toends, unethical means and ends, ends that conflict with other desirable ends)

7. Assessing the costs and benefits of alternatives (e.g.,numbers of people positively or negatively affected, monetary costs vs. societal value)

8. Choosing a position from existing alternatives (e.g., analyzing existing positions, judging positions using appropriate criteria)

9. Creating a novel position (e.g., extracting the best ideas from alternatives, combining elements in unique ways)

10. Defending a position (e.g., consistency with fundamental values and principles, costs outweighed by benefits, best and least objectionable among alternatives)

11. Responding to opposing arguments (e.g., citing appropriate evidence, countering misstatements or emotive language, pointing out inconsistencies in opposing arguments, accommodating the strengths of different positions, taking into account the best case against one's own position)

III. PEOPLE, PLACES AND ENVIRONMENTS: GEOGRAPHY

Many of the capabilities that students need to develop geographic skills are listed under the general processes section. These skills are not unique to geography; yet they have applications to all levels of geographic inquiry and constitute the bases on which students can build competencies in applying geographic skills to geographic inquiry.

Geographic inquiry involves many skills that enable students to observe patterns, associations and spatial order. These skills often involve the use of tools and technologies that assist in the visualization of space.

Geographic skills to be incorporated throughout the elementary grades

A. Asking geographic questions

1. Ask geographic questions - Where is it located? Why is it there? What is significant about its location? How is its location related to the locations of other people, places, and environments?

2. Distinguish between geographic and non-geographic questions

B. Acquiring geographic information

1. Locate, gather and process information from a variety of primary and secondary sources including maps

2. Make and record observations about the physical and human characteristics of places

C. Organizing geographic information

1. Prepare maps to display geographic information

2. Construct graphs, tables and diagrams to display geographic information

D. Analyzing geographic information

1. Use maps to observe and interpret geographic relation ships

2. Use tables and graphs to observe and interpret geographic trends and relationships

3. Use texts, photographs and documents to observe and interpret geographic trends and relationships

4. Use simple mathematics to analyze geographic data

E. Answering geographic questions

1. Present geographic information in the form of both oral and written reports accompanied by maps and graphics

2. Use methods of geographic inquiry to acquire geographic information, draw conclusions and make generalizations

3. Apply generalizations to solve geographic problems and make reasoned decisions

Geographic skills to be incorporated throughout the middle school grades

A. Asking geographic questions

1. Identify geographic issues, define geographic problems, and pose geographic questions

2. Plan how to answer geographic questions

B. Acquiring geographic information

1. Use a variety of research skills to locate and collect geographic data

2. Use maps to collect and/or compile geographic information

3. Systematically observe the physical and human characteristics of places on the basis of fieldwork

C. Organizing geographic information

1. Prepare various forms of maps as a means of organizing geographic information

2. Prepare various forms of graphs to organize and display geographic information

3. Prepare various forms of diagrams, tables and charts to organize and display geographic information

4. Integrate various types of materials to organize geographic information

D. Analyzing geographic information

1. Interpret information obtained from maps, aerial photographs, satellite-produced images and geographic information systems

2. Use statistics and other quantitative techniques to evaluate geographic information

3. Interpret and synthesize information obtained from a variety of sources - graphs, charts, tables, diagrams, texts, photographs, documents and interviews

E. Answering geographic questions

1. Develop and present combinations of geographic infor- mation to answer geographic questions

2. Make generalizations and assess their validity

Geographic skills to be incorporated throughout high school

A. Asking geographic questions

1. Plan and organize a geographic research project (e.g., specify a problem, pose a research question or hypothesis, and identify data sources

B. Acquiring geographic information

1. Systematically locate and gather geographic information from a variety of primary and secondary sources

2. Systematically assess the value and use of geographic information

C. Organizing geographic information

1. Select and design appropriate forms of maps to organize information

2. Select and design appropriate forms of graphs, diagrams, tables and charts to organize geographic information

3. Use a variety of media to develop and organize integrated summaries of geographic information

D. Analyzing geographic information

1. Use quantitative methods of analysis to interpret geographic information

2. Make inferences and draw conclusion from maps and other geographic representations

3. Use the processes of analysis, synthesis, evaluation and explanation to interpret geographic information from a variety of sources

E. Answering geographic questions

1. Formulate valid generalizations from the results of various kinds of geographic inquiry

2. Evaluate the answers to geographic questions
3. Apply geographic models, generalizations and theories to the analysis, interpretation and presentation of geographic information

IV. PRODUCTION, DISTRIBUTION AND CONSUMPTION: ECONOMICS

A better understanding of economics enables people to comprehend the forces that affect them every day and helps them identify and evaluate the consequences of private decisions and public policies. The key skills students must develop in economics include:

A. Identifying (e.g., economics problems, alternatives, benefits, and costs)

B. Analyzing (e.g., incentives at work in an economic situation)

C. Examining (e.g., the consequences of changes in economic conditions and public policies)

D. Collecting and organizing (e.g., economic evidence)

E. Comparing (e.g., benefits with costs)

Economic skills to be learned by the end of high school include:

A. Interpreting basic economic concepts

B. Analyzing key economic issues that affect our lives as work- ers, consumers and citizens

C. Analyzing trends of major changes in the American and world economy

D. Evaluating data from major economic indicators

E. Evaluating different views on economic issues

F. Analyzing the expected and actual consequences of personal choice and public policy

Process Standards for Communicating in Social Studies

Students may communicate their command of process skills in a variety of ways. This command of process standards is demonstrated when students can

A. Communicate in writing

1. Communicate in written form using appropriate writing standards
2. Communicate their interpretation of issues in paragraphs, essays and term papers
3. Communicate their interpretation of research data by formulating a thesis statement
4. Address the question asked by using relevant evidence
5. Acknowledge and account for conflicting evidence

  6. Give credit to sources of information using proper citation and bibliographic information

B. Communicate orally

  1. Communicate in oral form using appropriate oral standards

  2. Present thesis and supporting evidence using good public speaking skills

  3. Support their interpretations in debate

  4. Practice active listening in order to respond to questions and counter arguments

C. Communicate graphically

  1. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, etc.

  2. Use relevant data to produce any of the above mentioned products

  3. Prepare and use materials to visually deliver multi-media presentations

D. Communicate with research

  1. Develop a research question

  2. Read to understand information

  3. Interpret each writer's perspective

  4. Gather information from multiple, credible sources, including primary and secondary, visual and electronic

  5. Take notes and organize information

  6. Evaluate and categorize information for relevance

  7. Present the information using an appropriate research format

E. Communicate socially

  1. Work with others to gather information

  2. Work with others to analyze the consequences of decisions that affect the group

  3. Work with others to produce alternative solutions to a problem

  4. Work with others to compromise and arrive at a decision that is acceptable to the group, respecting conflicting points of view and recognizing individual differences

5. Develop individual responsibility

6. Demonstrate responsible citizenship within the school community and the local and national community

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CONTENT STANDARDS

Kindergarten

I. Time, Continuity and Change: History

K.1 The learner will demonstrate an understanding of the way individuals, families and communities live and work together now and in the past. The student should be able to

K.1.1 Describe personal changes over time such as those related to physical growth and personal interests.

K.1.2 Describe personal connections to place -- especially place as associated with immediate surroundings.

II. Power, Authority and Governance: Government/Political Science

K.2 The learner will demonstrate an understanding of government, its origins and functions, including civic life, politics and government. The student should be able to

K.2.1 Describe the purposes of rules and laws.

K.2.2 Identify sources of power and authority.

K.3 The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. The student should be able to

K.3.1 Identify historical figures who have exemplified values and principles of American democracy.

K.3.2 Describe events that celebrate and exemplify principles of American democracy.

K.3.3 Describe national symbols through which American values and principles are expressed.

K.4 The learner will demonstrate an understanding of the role of the citizen in American Democracy, including personal and civic rights and responsibilities. The student should be able to

K.4.1 Demonstrate skills in managing conflict

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III. People, Places and Environments: Geography

K.5 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to

- K.5.1 Describe the purposes and characteristics of geographic representations such as maps, globes and graphs.
- K.5.2 Locate places within his/her community and in nearby communities.

K.6 The learner will demonstrate an understanding of places and regions. The student should be able to

- K.6.1 Describe how physical and human processes work together to shape places.

K.7 The learner will demonstrate an understanding of the role of human systems on Earth. The student should be able to

- K.7.1 Explain how various people on Earth earn their living.
- K.7.2 Describe and explain various economic activities.

K.8 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to

- K.8.1 Describe ways people depend on the environment.

IV. Production, Distribution and Consumption: Economics

K.9 The learner can demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to

- K.9.1 Identify examples of scarcity in everyday situations.
- K.9.2 Explain and give examples of how scarcity forces people to make choices.
- K.9.3 Recognize how various businesses provide for a family's needs and wants.
- K.9.4 Explain how families and communities work together to meet their basic needs and wants.
- K.9.5 Explain why consumers budget and save.

K.10 The learner will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to

- K.10.1 Give examples of people acting as consumers and producers.
- K.10.2 Identify a wide range of job opportunities.

K.11 The learner will demonstrate an understanding of the world of work. The student should be able to

K.11.1 Identify a variety of jobs within a city or community.

K.11.2 Identify examples of daily economic activity in a typical community.

K.11.3 Recognize how people live and work together in a family.

K.11.4 Recognize the importance of educational preparation for the world of work.

Grade 1

I. Time, Continuity and Change: History

1.1 The learner will demonstrate an understanding of the way individuals, families and communities live and work together now and in the past. The student should be able to

1.1.1 Identify factors that contribute to one's personal identity.

1.1.2 Describe family life now and in the recent past and family life in various places long ago.

1.1.3 Describe what communities in North America were like long ago and how they varied.

II. Power, Authority and Governance: Government/ Political Science

1.2 The learner will demonstrate an understanding of govemment, it's origins and functions, including civic life, politics and government. The student should be able to

1.2.1 Describe the purposes of rules and laws.

1.2.2 Identify sources of power and authority.

1.3 The leamer will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. The student should be able to

1.3.1 Identify ways people can work together to promote the principles and ideals of American society.

1.3.2 Identify historical figures who have exemplified values and principles of American democracy.

1.3.3 Describe events that celebrate and exemplify pn'nciples of American democracy.

1.3.4 Describe national symbols through which American values and principles are expressed.

1.4 The learner will demonstrate an understanding of the role of the citizen in American Democracy, including personal and civic rights and responsibilities. The student should be able to

1.4.1 Describe what it means to be a citizen.

1.4.2 Demonstrate skills in managing conflict.

III.People, Places and Environments: Geography

1.5 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to

1.5.1 Describe the purposes and characteristics of geographic representations such as maps, globes and graphs.

1.5.2 Locate places within their community and in nearby communities.

1.5.3 Explain connections among places.

1.6 The learner will demonstrate an understanding of places and regions. The student should be able to

1.6.1 Describe how physical and human processes work together to shape places.

1.6.2 Describe ways in which different people perceive places and regions.

1.6.3 Locate the local city/town, state and the United States on a map.

1.7 The learner will demonstrate an understanding of the role of human systems on Earth. The student should be able to

1.7.1 Describe how various cultures influence the way people live.

1.7.2 Explain how various people on Earth earn their living.

1.7.3 Explain the importance of transportation and communication networks.

1.7.4 Explain patterns of land use and the types of settlements worldwide.

1.8 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to

1.8.1 Describe ways people depend on the environment.

1.8.2 Identify ways in which the physical environment provides opportunities for people and constrains human activities.

1.8.3 Describe the role of resources in daily life.

IV. Production, Distribution and Consumption: Economics

1.9 The learner can demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to

1.9.1 Identify examples of scarcity in everyday situations.

1.9.2 Explain and give examples of how scarcity forces people to make choices.

1.9.3 Recognize how various businesses provide for a family's needs and wants.

1.9.4 Explain how farm'lies and conununities work together to meet their basic needs and wants.

1.9.5 Explain why consumers budget and save.

1.9.6 Illustrate barter.

1.9.7 Identify examples of money being exchanged for goods and services.

1.9.8 Illustrate why money exchanges are superior to barter.

1.9.9 Explain opportunity cost and trade offs.

1.9.10 Explain how people's choices determine what will be produced.

1.10 The leamer will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to

1.10.1 Give examples of people acting as consumers and producers.

1.10.2 Identify a wide range ofjob opportunities.

1.11 The leamer will demonstrate an understanding of the world of work. The student should be able to

1.11.1 Identify a variety of'obs within a city or community.

1.11.2 Identify examples of daily economic activity in a typical community.

1.11.3 Recognize how people live and work together in a family.

1.11.4 Recognize the importance of educational preparation for the world of work.

1.12 The leamer will demonstrate an understanding of government in the operation of markets. The student should be able to

1.12.1 Recognize government jobs in the community.

1.12.2 Identify different services and goods government provides citizens.

1.12.3 Explain why government collects taxes.

1.13 The learner will demonstrate an understanding of the national economy and economic policies. The student should be able to

1.13.1 Recognize how money is used in a typical community.

1.13.2 Identify circumstances of money being exchanged for goods or services.

1.13.3 Recognize the flow of money between businesses and households.

1.13.4 Describe why money is important to individuals, families and communities.

Grade 2

I. Time, Continuity and Change: History

2.1 The learner will demonstrate an understanding of the way individuals, families and communities live and work together now and in the past. The student should be able to

2.1.1 Identify factors that contribute to one's personal identity.

2.1.2 Describe family life now and in the recent past and family life in various places long ago.

2.1.3 Identify traditions of diverse racial, religious and ethnic groups and people of various national origins.

2.1.4 Explain the ways these traditions are passed down from generation to generation.

2.2 The learner will demonstrate an understanding of the history of peoples of many cultures around the world. The student should be able to

2.2.1 Describe the geography, government, architecture, agriculture, music, art, religion, sports, cultural heroes and roles of men, women and children in various societies around the world.

II. Power, Authority and Governance: Government/Political Science

2.3 The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. The student should be able to

2.3.1 Identify ways people can work together to promote the principles and ideals of American Democracy.

2.3.2 Describe diversity in the United States and its benefits and challenges.

2.3.3 Describe folklore and other cultural contributions from various regions of the United States and the world and how they help form a nation's heritage.

2.4 The learner will demonstrate an understanding of the relationship of the United States to other nations and to world affairs, including the division of the world into nations and interactions between the United States and other nations. The student should be able to

2.4.1 Define nation.

2.4.2 Recognize the United States as one nation of many nations in the world.

2.4.3 Describe how the United States interacts with other nations through trade, diplomacy and cultural contacts.

2.5 The learner will demonstrate an understanding of the role of the citizen in American Democracy, including personal and civic rights and responsibilities. The student should be able to

2.5.1 Describe what it means to be a citizen.

2.5.2 Demonstrate the capacity to influence policies and decisions by working with others.

III. People, Places and Environments: Geography

2.6 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to

2.6.1 Describe the purposes and characteristics of geographic representations such as maps, globes and graphs.

2.6.2 Explain spatial concepts of location, distance, direction, scale, movement and region.

2.6.3 Construct a simple map of a familiar area incorporating cardinal direction, scale and map symbols.

2.6.4 Explain connections among places.

2.6.5 Describe the causes and consequences of spatial interaction among people.

2.7 The learner will demonstrate an understanding of places and regions. The student should be able to

2.7.1 Identify the physical characteristics of places.

2.7.2 Identify the human characteristics of places.

2.7.3 Describe how physical and human processes work together to shape places.

2.7.4 Explain the concept of region with unifying geographic characteristics.

2.7.5 Compare and contrast regions.

2.8 The learner will demonstrate an understanding of the role of human systems on Earth. The student should be able to

2.8.1 Describe how populations are spatially distributed.

2.8.2 Compare and contrast the characteristics of population in various areas.

2.8.3 Describe how various cultures influence the way people live.

2.8.4 Explain the importance of transportation and communication networks.

2.8.5 Explain patterns of land use and the types of settlements worldwide.

2.9 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to

2.9.1 Identify ways people modify the physical environment.

2.9.2 Explain how the physical environment can both accommodate and be endangered by human activities.

2.9.3 Describe how humans adapt to variations in the physical environment.

2.9.4 Identify ways in which the physical environment provides opportunities and constrains human activities.

2.9.5 Explain the relationship between the locations of resources and patterns of population distribution.

2.10 The learner can demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to

2.10.1 Illustrate barter.

2.10.2 Identify examples of money being exchanged for goods and services.

2.10.3 Illustrate why money exchanges are superior to barter.

2.10.4 Explain opportunity cost and trade-offs.

2.10.5 Explain how people's choices determine what will be produced.

2.10.6 Give examples of resources needed to make a specific product.

2.11 The learner will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to

2.11.1 Give examples of markets for various goods and services.

2.11.2 Identify a wide range of job opportunities

.2.12 The learner will demonstrate an understanding of the world of work. The student should be able to

2.12.1 Recognize the importance of educational preparation for the world of work.

2.12.2 Define profit.

2.13 The learner will demonstrate an understanding of the national economy and economic policies. The student should be able to

2.13.1 Recognize the flow of money between businesses and households.

2.13.2 Identify circumstances in which nations exchange money for goods and services.

2.14 The learner will demonstrate an understanding of the principles of trade and economic development. The student should be able to

2.14.1 Define import and export and give examples of each.

2.14.2 Identify different foreign currencies.

2.14.3 Give examples of interdependence among nations and regions.

Grade 3

1. Time, Continuity and Change: History

3.1 The leamer will demonstrate an understanding of the way individuals, families and communities live and work together now and in the past. The student should be able to

3.1.1 Identify factors that contribute to one's personal identity.

3.1.2 Descn'be how personal changes are affected by the influence of peer groups.

3.1.3 Identify historical resources in the local community (e.g., architecture, artifacts and oral histon'es, that reflect ways of life from long ago).

3.1.4 Create a history of own's own family using photographs, oral histon'es and other resources.

3.2 The leamer will demonstrate an understanding of the history of peoples of many cultures around the world. The student should be able to

3.2.1 Explain the movement throughout the world of people now and long ago.

3.3 The leamer will demonstrate an understanding of the major developments in the history of South Carolina from the earliest human settlements through Reconstruction (circa 1877). The student should be able to

3.3.1 Describe the history of indigenous peoples who first lived in South Carolina.

3.3.2 Identify the key people d events that shaped SC's early history.

3.3.3 Identify the first explorers who came to South Carolina and describe their activities.

3.3.4 Explain reasons for the settling of South Carolina by Europeans and Africans.

3.3.5 Describe the lives of European, African and Native Amen'can families in SC in colonial times.

3.3.6 Describe the folmore and other cultural contributions such as music, crafts and folkways of various regions of SC.

3.3.7 Describe the effects of the Revolutionary War on SC and the local community.

3.3.8 Describe the development of slavery in South Carolina and its impact on the state.

3.3.9 Descn'be the influence of geography on the history of South Carolina and the local community.

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3.3.10 Describe the various lifestyles of people in South Carolina.

3.3.11 Describe the effects of the Civil War on South Carolina and the local community.

3.3.12 Describe the effects of Reconstniction on South Carolina.

3.4 The leamer will demonstrate an understanding of the major developments in South Carolina from the end of Reconstruction through World War II (circa 1945). The student should be able to

3.4.1 Trace migration pattems within and from South Carolina and descn'be their social and cultural impact.

3.4.2 Explain the impact of World War I in South Carolina.

3.4.3 Describe the effects of the Great Depression on South Carolina.

3.4.4 Explain the impact of World War 11 in South Carolina.

3.4.5 Identify historical evidence of this period in your community.

3.5 The leamer will demonstrate an understanding of the major developments in South Carol'ma from the end of World War 11 through the present. The student should be able to

3.5.1 List events and people who influenced South Carolina during this period.

3.5.2 Identify the major trends, events and people that have influenced the development of South Carolina between World War H and the early 1970's.

3.5.3 Identify historical evidence of this period in their community.

3.5.4 Identify the major trends, events and people that have influenced the development of South Carolina since 1968.

II. Power, Authority and Governance: Government/Political Science

3.6 The leamer will demonstrate an understanding of govemment, it's origins and functions, including civic life, politics and government. The student should be able to

3.6.1 Descn'be necessity and purposes of government.

3.7 The leamer will demonstrate an understanding of the foundations of Amen'can democracy, including its basic principles and the foundations of the American political system. The student should be able to

3.7.1 Describe folklore and other cultural contributions from van'ous regions of South Carolina and how they help form a state heritage.

3.8 The leamer will demonstrate an understanding of the role of the U.S. Constitution in American democracy, including the ways in which the U.S. government established by the Constitution embodies the purposes, values and principles of American Democracy. The student should be able to

3.8.1 Recognize the major responsibilities of state and local government.

3.8.2 Identify members of national, state and local govemment.

3.9 The leamer will demonstrate an understanding of the role of the citizen in Amen'cari Demcocracy, including personal and civic rights and responsibilities. The student should be able to

3.9.1 Explain the importance of political leadership and public service in school, community, state and nation.

3.9.2 Identify criteria usefiil in selecting school, community, state and national leaders.

3.9.3 Demonstrate the capacity to Influence policies and decisions by working with others.

III. People, Places and Environments: Geography

3.10 The leamer will demonstrate an understanding of the world in spatial terms. The student should be able to

3.10.1 Describe the purposes and characteristics of geographic representations such as maps, globes, graphs, diagrams and photographs.

3.10.2 Use appropriate geographic tools and technologies such as reference works and computer-based geographic information systems.

3.10.3 Display spatial information on maps and other geographic representations.

3.10.4 Locate places within their community and in nearby communities.

3.10.5 Locate the Earth's hemispheres, continents and oceans in relation to each other and to principal lines of latitude and longitude.

3.10.6 Locate major physical and human features on Ea rth and in the United States.

3.10.7 Explain point, line, area and volume as they relate to geographic locations.

3.10.8 Explain how geography connects and separates places within S.C.

3.11 The leamer will demonstrate an understanding of places and regions. The student should be able to

3.11.1 Identify the physical characteristics of places.

3.11.2 Identify the human characteristics of places.

3.11.3 Describe how physical and human processes work together to shape places.

3.11.4 Explain the concept of region with unifying geographic characteristics.

3.11.5 Describe the geographical regions of South Carolina.

3.11.6 Identify ways in which regions change.

3.12 The leamer will demonstrate an understanding of the role of human systems on Earth. The student should be able to

3.12.1 Describe how populations are Vatially distributed.

3.12.2 Explain the location arid characteristics of cities and the local community.

3.12.3 Describe types of territorial units.

3.13 The leamer will demonstrate an understanding of interactions between the environment and society. The student should be able to

3.13.1 Identify ways people modify the physical environment.

3.13.2 Explain how the physical environment can both accommodate and be endangered by human activities.

3.13.3 Describe the characteristics of renewable, nonrenewable and flow resources.

3.14 The leamer will demonstrate an understanding of the uses of geography. The student should be able to

3.14. 1 Describe how the physical and human characteristics of places change over time.

IV. Production, Distribution and Consumption: Economics

3.15 The learner can demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to

3.15.1 Illustrate benefits and cost.

3.15.2 Give examples of resources needed to make a specific product.

3.16 The leamer will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to

3.16.1 Explain the relationship between pn'ce and consumer buying.

3.16.2 Give examples of goods and services that have increased in supply recently.

3.16.3 Give examples of goods and services that have decreased in supply recently.

3.16.4 Describe the relationship between price and production.

3.16.5 Identify a wide range of job opportunities.

3.17 The leamer will demonstrate an understanding of the world of work. The student should be able to

3.17.1 Recognize the importance of educational preparation for the world of work.

3.17.2 Define profit.

3.18 The learner will demonstrate an understanding of the sources of income and growth in a free enterprise economy. The student should be able to

3.18.1 Describe the role of the entrepreneur.

3.19 The leamer will demonstrate an understanding of the principles of trade and economic development. The student should be able to

3.19.1 Define imports and exports and give examples of each.

3.19.2 Give examples of interdependence among nations and regions.

Grade 4

I. Time, Continuity and Change: History

4.1 The leamer will demonstrate an understanding of the way individuals, families and communities live and work together now and in the past. The student should be able to

4.1.1 Describe how personal changes are affected by the influence of peer groups.

4.1.2 Describe the development of schools in the local community and throughout North Amen'ca.

4.1.3 Describe local community life now and in the past.

4.1.4 Describe what communities in North America were like long ago and how they varied.

4.2 The leamer will demonstrate an understanding of the major developments in the history of the United States from the earliest human settlements through Reconstruction (circa 1877). The student should be able to

4.2.1 Identify the three worlds, Africa, Europe and the Americas, and their peoples who met in Amen'ca.

4.2.2 Compare and contrast the van'ous Native Amen'can cultures from the time of their arrival to their encounter with Europeans.

4.2.3 Trace the routes of and explain the importance of early explorations of the Americas.

4.2.4 Explain reasons for the settling of North Amen'ca by Europeans and Africans.

4.2.5 Describe the lives of European, African and North American families in various regions in colonial times.

4.2.6 Describe the folklore and other cultural contributions such as music, crafts and foodways, of van'ous regions of the.United States and how they help to forrn a national heritage.

4.2.7 Identify the developments and the major events and notable figures involved in the separation of the 13 colonies from England.

4.2.8 Describe the effects of the Amen'can Revolution on the new country.

4.2.9 Describe the development of the U.S. Constitution and its significance.

4.2.10 Descn'be notable figures and their roles in franu'ng the U.S. Constitution.

4.2.11 Describe the westward expansion of the early American pioneers to 1861.

4.2.12 Describe the key people who contributed to the westward movement.

4.2.13 Describe the development of key technological innovations and inventions throughout the world and their social and economic effects on the United States dun'ng this period.

4.2.14 Identify the major scientists and inventors throughout history to 1877.

4.2.15 Describe the changes in communication, transportation, agriculture and manufacturing andtheir effects on the U.S. before 1877.

4.2.16 Compare and contrast the ways of life in the North and South.

4.2.17 Describe the causes and events leading to the Civil War.

4.2.18 Describe notable figures and their roles in the Civil War.

4.2.19 Describe the Civil War and its effects on the nation.

4.2.20 Describe Reconstruction and its effects on the nation.

II. Power, Authority and Governance: Government/ Political Science

4.3 The leamer will demonstrate an understanding of govemment, it's origins and functions, including civic life, politics and government. The student should be able to

4.3.1 Explain functions of government.

4.3.2 Describe the essential characteristics of limited and unlirm'ted governments.

4.4 The leamer-will demonstrate an understanding of the found,,tions OfAmerican democracy! including I'ts basic principles and the foundations of the American Political system. 'The student should be able to

4.4.1 Describe the nation's basic democrat' principles set forth in the Declar,,tion of Independe'ncce and the U.S. Constitution.

4.4.2 Explain the importance of shared values, principles and beliefs to the continuation and improvement of American democracy.

4.4.3 Identify historical fgurs who shaped values and principles ofamerican democracy-

4.4.4 Describe fo]More and other cultural contributions from various regions of the United States and how they help form a national heritage.

4.5 The leamer will demonstrate an understanding of the role of the U.S. COnstitutiori in American democracy, including the ways in which the U.S. government established by the Constitution embodies the Purposes, values and principles OfAmen'can Democracy. 'ne student should be able to

4.5.1 Describe what the U.S. Constitution is and explain why it is important.

4.5.2 Explain what the national government does and how it protects individual rights and promotes common good.

4.5.3 Identify the three branches of the federal government and describe their functions.

4.6 The leamer will demonstrate an understanding of the role of the citizen in American Democracy, 'Mcluding personal and civic rights and responsibilities. The student should b, able to

4.6.1 Describe what it means to be a citizen.

4.6.2 Explain how a person becomes a citizen of the United States.

4.6.3 Identify rights and responsibilities of individual s in a democratic society.

4.6.4 Identify traits that enhance citizen effectiveness and promote the healthy ftinctioning OfAmerican democracy.

4.6.5 Describe how American citizens can participate in their government to influence the decisions and actions of that government.

III. People, Places and Environments: Geography

4.7 The leamer will demonstrate an understanding of the world in spatial terms. The student should be able to

4.7.1 Describe the purposes and characteristics of geographic representations such as maps, globes, graphs, diagrams, photographs and satellite-produced images.

4.7.2 Use appropriate geographic tools and technologies such as reference works and computer-based geographic information systems.

4.7.3 Display spatial information on maps and other geographic representations.

4.7.4 Explain connections among places.

4.7.5 Describe the causes and consequences of spatial interaction among people.

4.8 The leamer will demonstrate an understanding of places and regions. The student should be able to

4.8.1 Explain the concept of region with unifying geographic characteristics.

4.8.2 Compare and contrast regions.

4.9 The leamer will demonstrate an understanding of the role of physical systems on Earth. The student should be able to

4.9.1 Explain the components of the Earth's physical systems: the atmosphere, lithosphere, hydrosphere and biosphere.

4.9.2 Describe how physical processes help to shape features and pattems on the Earth's surface.

4.9.3 Describe how Earth's position relative to the sun affects conditions on Earth.

4.10 The leamer will demonstrate an understanding of the role of human systems on Earth. The student should be able to

4.10.1 Compare the causes and effects of human migration.

4.10.2 Explain why people settle in various areas.

4.10.3 Analyze data to descn'be settlement pattems.

4.10.4 Describe historical settlement pattems.

4.11 The learner will demonstrate an understanding of the uses of geography. The student should be able to

4.11.1 Explain how people's perceptions of environments have influenced human migration and settlement.

IV. Production, Distribution and Consumption: Economics

4.12 The leamer will demonstrate an understanding of markets and the role of demand and supply in determining pn'ce and resource allocation. The student should be able to

4.12.1 Identify a wide range of job opportunities.

4.13 The learner will demonstrate an understanding of the world of work. The student should be able to

4.13.1 Recognize the importance of educational preparation for the world of work.

4.14 The learner will demonstrate an understanding of the sources of income and growth in a free enterprise economy. The student should be able to

4.14.1 Describe the role of the entrepreneur.

4.14.2 Illustrate business risk.

4.14.3 Define productivity and production.

4.14.4 Identify ways to increase productivity.

4.15 The learner will demonstrate an understanding of government in the operation of markets. The student should be able to

4.15.1 Explain why government collects taxes.

4.15.2 Explain how government regulations influence the economic activities of individuals, families, communities and regions.

4.16 The learner will demonstrate an understanding of the principles of trade and economic development. The student should be able to

4.16.1 Define trade and its benefits.

4.16.2 Define imports and exports and give examples of each.

4.16.3 Give examples of interdependence among nations and regions.

Grade 5

I. Time, Continuity and Change: History

5.1 The learner will demonstrate an understanding of the way individuals, families and communities live and work together now and in the past. The student should be able to

5.1.1 Describe how personal changes are affected by the influence of peer groups.

5.2 The learner will demonstrate an understanding of the major developments in the United States from the end of Reconstruction through World War II. The student should be able to

5.2.1 Describe the role of various ethnic and cultural groups on the western expansion of the United States.

5.2.2 Describe the treatment of the Native American nations by the U.S.

government and the federal policies enacted after the Civil War.

5.2.3 Explain how the fise of corporations, heavy industry and mechanical farming, and the infrastructure that supports them transformed the Amen'can people.

5.2.4 Descn'be how massive inunigration after 1870 affected social pattems, cultural diversity and ideas of national unity.

5.2.5 Descfibe the rise of the Amefican labormovement and how it effected social and economic changes.

5.2.6 Analyze the causes of World War I and explain why the United States intervened.

5.2.7 Explain the impact at home and abroad of the United States involvement in World War I.

5.2.8 Discuss the effect of the Great Depression on the United States.

5.2.9 Identify structures in the nation that are a result of New Deal policies and programs.

5.2.10 Analyze the causes of World War II and explain why the United States intervened.

5.2.11 Explain the impact at home and abroad of the United States involvement in World War II.

5.2.12 Describe events and people who influenced the U.S. during this period.

5.2.13 Describe American culture dufing this period.

5.2.14 Describe the development of key technological innovations and inventions throughout the world and their social and economic effects on the United States.

5.2.15 Identify the major scientists and inventors throughout history from 1877 to present.

5.2.16 Describe the changes in conununication, transportation, agriculture and manufacturing and their e ffects on the U.S. after 1877.

5.3 The learner will demonstrate an understanding of the major developments in the United States from the end of World War II through the present. The student should be able to

5.3.1 List events and people who influenced the United States dun'ng this period.

5.3.2 Identify the major social, political and economic trends, events and people that influenced the development of the United States between World War 11 and the early 1970's.

5.3.3 Identify the major social, political and economic trends, events and people that have influenced the development of the United States since

1968.

5.3.4 Describe the development of key technological innovations and inventions throughout the world and their social and economic effects on the United States.

5.3.5 Identify the major scientists and inventors throughout history from World War 11 through the present.

5.3.6 Describe the changes in communication, transportation, agriculture and manufacturing and their effects on the U.S. from World War H through the present.

II. Power, Authority and Governance: Govermment/Political Science

5.4 The leamer will demonstrate an understanding of government, it's on'gins and functions, including civic life, politics and government. The student should be able to

5.4.1 Describe the impact of technology on government.

5.4.2 Describe representative goveminent, rule of law, majofity rule, minority fights and popular sovereignty.

5.5 The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of. the Amen'can political system. The student should be able to

5.5.1 Identify ways people can work together to promote the principles and ideals of American democracy.

5.5.2 Describe diversity in the United States and its benefits and challenges.

5.5.3 Identify historical figures who shaped values and principles of Amen'can democracy.

5.5.4 Describe fomore and other cultural contributions from various regions of the United States and how they help form a national heritage.

5.5.5 Describe events that demonstrate and promote principles of American democracy.

5.5.6 Describe national symbols through which American values and principles are expressed.

5.6 The learner will demonstrate an understanding of the role of the U.S. Constitution in American democracy, including the ways in which the U.S. government established by the Constitution embodies the purposes, values and principles of American Democracy. The student should be able to

5.6.1 Recognize the major responsibilities of state and local government.

5.6.2 Identify key officials of national, state and local government.

5.7 The leamer will demonstrate an understanding of the relationship of the United States to other nations and to world affairs, including the division of the world into nations and interactions between the United States and other nations. The student should be able to

5.7.1 Describe how the United States 'Mteracts with other nations through trade, diplomacy and cultural contacts.

5.7.2 Recognize that nations of the world operate under varying forms of government.

5.7.3 Identify the role of technology in the United States in world affairs.

5.8 The learner will demonstrate an understanding of the role of the citizen in American Democracy, including personal and civic rights and responsibilities. The student should be able to

5.8.1 Explain the importance of political leadership and public service in school, community, state and nation.

5.8.2 Identify criteria used in selecting school, community, state and national leaders.

5.8.3 Demonstrate the capacity to influence policies and decisions by working with others.

5.8.4 Articulate interests and communicate them to key decision and policy makers.

5.8.5 Demonstrate skills in managing conflict.

5.8.6 Describe the uses of technology available for more effective citizenship.

III.People, Places and Environments: Geography

5.9 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to

5.9.1 Describe the purposes and characteristics of geographic representations such as maps, globes, graphs, diagrams, photographs and satellite-produced images.

5.9.2 Use appropriate geographic tools and technologies such as reference works and computer-based geographic information systems.

5.9.3 Display spatial information on maps and other geographic representations.

5.9.4 Explain point, line, area and vcdume as they relate to geographic locations.

5.9.5 Explain connections among places.

5.9.6 Describe the causes and consequences of spatial interaction among people.

5.10 The learner will demonstrate an understanding of places and regions. The student should be able to

5.10.1 Identify ways in which regionschange.

5.10.2 Describe ways in which different people perceive places and regions.

5.11 The learner will demonstrate an understanding of the role of physical systems on Earth. The student should be able to

5.11.1 Describe the components of ecosystems.

5.11.2 Explain the distribution and pattems of ecosystems.

5.11.3 Describe how humans interact with various ecosystems.

5.12 The leamer will demonstrate an understanding of the role of human systems on Earth. The student should be able to

5.12.1 Compare the causes and effects of human migration.

5.12.2 Explain the various pattems of culture on earth.

5.12.3 Describe how cultures change.

5.12.4 Explain why and how people compete for control of Earth's surface.

5.12.5 Use current events to analyze examples of conflict and cooperation.

5.13 The learner will demonstrate an understanding of the uses of geography. The student should be able to

5.13.1 Explain how geographic conditions influence people and events over time.

5.13.2 Identify ways in which geographic conditions change.

5.13.3 Describe how differences in perception affect people's views of the world.

5.13.4 Describe ways to make informed decisions regarding social and environmental problems.

IV. Production, Distribution and Consumption: Economics

5.14 The leamer will demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to

5.14.1 Identify positive and negative economic incentives.

5.14.2 Explain the difference between natural resources, man-made resources and human resources.

5.15 The leamet will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to

5.15.1 Describe competition among many sellers **in** a market.

5.15.2 Identify the major benefits of competition.

5.15.3 Give examples of goods and services that have increased in supply recently.

5.15.4 Give examples of goods and services that have decreased in supply recently.

5.15.5 Describe the relationship between price and production.

5.16 The leamer will demonstrate an understanding of the world of work. The student should be able to

5.16.1 Describe the importance of educational preparation for the world of work.

5.16.2 Identify the relationship between expenses and profit.

5.16.3 Describe the responsibilities of various kinds of work.

5.17 The leamer will demonstrate an understanding of the sources of income and growth in a free enterprise economy. The student should be able to

5.17.1 Illustrate business risk.

5.17.2 Define productivity and production.

5.17.3 Identify ways to increase productivity.

5.18 The learner will demonstrate an understanding of the various economic institutions vital to a market economy. The student should be able to

5.18.1 Recognize examples of the basic cultural institutions .of capitalism: private property, free enterprise, competition and the profit motive.

5.18.2 Recognize examples of organizational institutions including fonns of business, professional associations, banks and nonprofit organizations.

5.19 The learner will demonstrate an understanding of govemment in the operation of markets. The student should be able to

5.19.1 Identify different taxes levied by local, state and federal government.

5.19.2 Explain how government regulations influence the economic activities of individuals, families, communities and regions.

5.20 The leamer will demonstrate an understanding of the national economy and economic policies. The student should be able to

5.20.1 . Describe unemployment and some of its consequences.

5.20.2 Recognize and illustrate inflation.

5.20.3 Describe why money is important to individuals, families and conu-nunities.

5.20.4 Descn'be the major functions of a bank.

5.21 The learner will demonstrate an understanding of the pninciples of trade and economic development. The student should be able to

5.21.1 Define trade and its benefits.

5.21.2 Define imports and exports and give examples of each.

5.21.3 Give examples of interdependence among nations and regions.

Grade 6

Time, Continuity and Change: History

6.1 The learner will demonstrate an understanding of the developments in the history of the world from its beginnings through the period of intensified hemispheric interactions (circa 1500). The student should be able to

6.1.1 Describe early human life.

6.1.2 Trace early human migrations across the earth.

6.1.3 Describe the emergence of agricultural societies.

6.1.4 Compare and contrast the early civilizations that developed BCE in Mesopotamia, the Nile Valley, the Indus Valley and the Huang Valley.

6.1.5 Describe life in ancient Greece including the contnbutions of Greek civilization to the modern world.

6.1.6 Describe life in ancient Rome including the contributions of Roman civilization to the modem world.

6.1.7 Describe the classical civilizations of India and China, including their cultural and religious contnbutions to the modem world.

6.1.8 Trace the on'gins and spread of the Judeo-Christian tradition.

6.1.9 Explain the origins and spread of Islam.

6.1.10 Discuss life in the European Middle Ages.

6.1.11 Describe major aspects of Japan's classical age, the Middle Empire in China, the Mongol Empire and Medieval Russia.

6.1.12 Descn'be the development of European nation-states and politics.

6.1.13 Describe major African empires.

6.1.14 Describe the pre-Columbian societies and cultures in the Amen'cas.

6.2 The learner will demonstrate an understanding of the major developments in the history of the world dun'ng the modem era circa 1500 to present. The student should be able to

6.2.1 Discuss the contributions of the Italian Renaissance.

6.2.2 Descn'be the impact of the Reformation and religious conflict on Westem Europe.

6.2.3 Discuss European societies, trade and exploration of the 15th and 16th centun'es.

II. Power, Authority and Governance: Political Science/ Government

6.3 The learner will demonstrate an understanding of government, it's origins and functions, including civic life, politics and government. The student should be able to

6.3.1 Define civic life, politics and government and distinguish among them.

6.3.2 Explain major ideas concerning the necessity and purposes of government.

6.3.3 Explain the essential characteristics of limited and unlirru'ted governments.

6.4 The learner will demonstrate an understanding of the role of the U.S. Constitution in American democracy, including the ways in which the U.S. government established by the Constitution embodies the purposes, values and principles of Amen'can Democracy. The student should be able to

6.4.1 Explain the rule of law.

6.4.2 Explain the meaning of public agenda.

III. People, Places and Environments: Geography

6.5 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to

6.5.1 Describe the characteristics, functions and applications of maps, globes, aerial and other photographs, satellite-produced images and models.

6.5.2 Make and use maps, globes, graphs, charts, models and databases to analyze spatial distributions and pattems.

6.5.3 Solve geographic problems using vanous geographic tools and technologies.

6.5.4 Describe the distribution of major physical and human features on different scales (local to global).

6.5.5 Use appropriate graphics to display geographic infon-nation and to answer geographic questions.

6.5.6 Explain how perception influences people's attitudes toward places.

6.5.7 Analyze and explain distributions of physical and human phenomena with respect to spatial pattems, arrangements and associations.

6.5.8 Analyze and explain pattems of land use in urban, suburban and rural areas.

6.5.9 Explain the different ways in which places are connected and how these connections demonstrate interdependence and accessibility.

6.5.10 Describe the patterns and processes of migration and diffusion.

6.6 The learner will demonstrate an understanding of places and regions. The student should be able to

6.6.1 Describe how different physical processes shape places.

6.6.2 Describe how human groups alter places in distinctive ways.

6.6.3 Describe the role of technology in shaping the characteristics of places.

6.6.4 Identify the criteria used to define a region and identify types of regions.

6.6.5 Explain how and why regions change.

6.6.6 Explain how regions are connected.

6.6.7 Describe the influences and effects of regional labels and images.

6.6.8 Explain how personal characteristics affect our perception of places and regions.

6.6.9 Explain how culture and technology affect perception of places and regions.

6.6.10 Describe how places and regions serve as cultural symbols.

IV. Production, Distribution and Consumption: Economics

6.7 The learner will demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to

6.7.1 Explain why scarcity makes some means of distributing goods and services essential.

6.7.2 Explain that people also have psychological, spiritual and intellectual needs in society.

6.7.3 Give examples of how consumers and businesses address the problems of scarcity and choice.

6.7.4 Illustrate the importance of self-interest in economic activity.

6.7.5 Compare and contrast a barter system versus monetary exchange.

6.8 The learner will demonstrate an understanding of the national economy and economic policies. The student should be able to

6.8.1 Define money and its major properties.

6.8.2 Describe the banking system and why it is important to individuals, to businesses and to the nation as a whole.

6.8.3 List common services banks and other financial institutions provide.

6.9 The learner will demonstrate an understanding of the princip ' les of trade and economic development. The student should be able to

6.9.1 Illustrate how division of labor and specialization in communities and regions increase productivity and trade.

6.9.2 Illustrate the mutual benefits of trade between countries.

Grade 7

I. Time, Continuity and Change: History

7.1 The learner will demonstrate an understanding of the major developments in the history of the world during the modem era circa 1500 to present. The student should be able to

7.1.1 Trace the rise of the Ottoman Empire.

7.1.2 Trace the rise of the European colonial empires in Africa, Asia and the Americas.

7.1.3 Compare and contrast the development of absolute monarchies and constitutional governments.

7.1.4 Explain transformations in Asian societies in the era of European expansion.

7.1.5 Explain the transformation of African societies in the era of European expansion, including the evolution of the slave trade.

7.1.6 Explain transformations in North and South American native societies in the era of European expansion.

7.1.7 Explain the impact of the Scientific Revolution and Enlightenment.

7.1.8 Compare and contrast the American, French and Latin Amen'can Revolutions.

7.1.9 Describe the effects of early industrialism and urbanization in Europe.

7.1.10 Trace the development of modem westem nationalism and imperialism including expansion into the Pacific Rim.

7.1.11 Describe the development of Latin American nations between the Latin American revolutions and the end of the 19th century.

7.1.12 Describe the growth of nationalism in South Asia, East Asia and Africa prior to WWI.

7.1.13 Identify social, cultural and technological trends that emerged in the world between 1650-1914.

7.1.14 Describe the causes, course and consequences of

7.1.15 Discuss the significance of the Russian Revolution and the development of the USSR.

7.1.16 Describe the economic, social and political transformations in Africa, Asia and Latin America during the first half of the 20th century.

7.1.17 Identify the global impact of the Great Depression.

7.1.18 Describe the rise of totalitarian states.

7.1.19 Describe the causes, course and consequences of WWII, including the role of the Holocaust.

7.1.20 Identify social, cultural and technological trends which emerged in the world between 1900-1945.

7.1.2 1 Describe the origins, course and results of the Cold War.

7.1.22 Examine the implications of the collapse of the Soviet Union.

7.1.23 Examine world prospects for political democracy and social justice.

7.1.24 Analyze advancements and controversies in science, technology and culture.

II . Power, Authority and Governance: Government/ Political Science

7.2 The learner will demonstrate an understanding of government, it's origins and functions, including civic life, politics and government. The student should be able to

7.2.1 Explain how the purposes and uses of a constitution form a relationship between a people and their government.

7.2.2 Compare and contrast shared powers and parliamentary systems as means of organizing constitutional governments.

7.2.3 Define and distinguish among confederal, federal and unitary systems of government.

7.3 The learner will demonstrate an understanding of the relationship of the United States to other nations and to world affairs, including the division of the world into nations and interactions between the United States and other nations. The student should be able to

7.3.1 Describe how the world is organized politically into nations and states

7.3.2 Explain how nation-states interact with each other.

7.3.3 Descn'be how the United States influences other nations and how other nations influence Amen'can society and politics.

7.3.4 Describe the influence of American political ideas on other nations.

7.3.5 Explain the effects of political, economic, environmental and demographic trends in the world.

III. People, Places and Environments: Geography

7.4 The learner will demonstrate an understanding of the role of human systems on earth. The student should be able to

7.4.1 Explain a population's demographic structure.

7.4.2 Analyze population pattems and characteristics.

7.4.3 Descn'be historical pattems and types of migration.

7.4.4 Explain the various ways that human migration influences a place.

7.4.5 Explain the ways a community reflects the cultural backgrounds of its inhabitants.

7.4.6 Describe and identify distinctive cultural backgrounds in regard to populations.

7.4.7 Identify pattems of cultural diffusion

7.4.8 Identify and explain econormic activities in a geographical context.

7.4.9 Explain why our Earth is globally interdependent and why we have world trade.

7.4.10 Explain why economic activities have spatial pattems.

7.4.11 Explain why changes in technology, communication and transportation affect economic activities in a location.

7.4.12 Describe the factors that influence industrial location worldwide.

7.4.13 Identify settlement pattems worldwide.

7.4.14 Describe the human events that led to the formation of cities.

7.4.15 Explain the causes and consequences of urbanization.

7.4.16 Describe the spatial structures of urban communities.

7.4.17 Explain the territorial divisions on Earth.

7.4.18 Describe how conflict and cooperation lead to political, social and economic divisions on Earth.

7.5 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to

7.5.1 Analyze the environmental consequences of humans changing the physical environment.

7.5.2 Explain how human modifications of the physical environment in one place often lead to changes in other places.

7.5.3 Evaluate ways in which technology influences human capacity to modify the physical environment.

7.5.4 Describe human responses to variations in the physical environment.

7.5.5 Explain how characteristics of different physical environments provide opportunities for or place constraints on human activities.

7.5.6 Describe how natural hazards affect human activities.

7.5.7 Explain how technology affects the definitions of, access to and use of resources.

7.5.8 Describe the worldwide distribution and use of resources.

7.5.9 Explain why people have different viewpoints regarding resource use.

7.5.10 Explain the fundamental role of energy resources in society.

IV. Production, Distribution and Consumption: Economics

7.6 The learner will demonstrate an understanding of how scarcity and choice impact econonuc activity. The student should be able to

7.6.1 Explain how scarcity and choice impact developed and less-developed communities and regions.

7.6.2 Illustrate that cities, states and nations, as well as individuals, experience scarcity and choice.

7.6.3 Identify present day choices that have important future consequences.

7.6.4 Explain how the factors of production (natural resources, human resources, capital and entrepreneurship) are combined in the production process.

7.7 The learner will demonstrate an understanding of markets and the role of demand and supply in deterrtu'ning pn'ce and resource allocation. The student should be able to

7.7.1 Identify goods and services most people demand.

7.7.2 Describe the roles of supply and demand as they relate to needs and wants of consumers.

7.7.3 Explain the relationship of demand, price and quantity.

7.7.4 Identify factors other than price that affect demand.

7.7.5 Give examples of the effects on price of competition among buyers.

7.7.6 Give examples of price competition and other competitive activities among sellers.

7.7.7 Describe the relationship between competition, price and production.

7.7.8 Explain why price and quantity supplied vary directly.

7.7.9 Illustrate the roles of supply and demand in markets.

7.7.10 Identify conditions that make industries either more or less competitive.

7.8 The learner will demonstrate an understanding of government in the operation of markets. The student should be able to

7.8.1 Identify examples of economic goods and services that governments often provide.

7.8.2 Define and give examples of public goods.

7.8.3 Explain how governments raise money through taxes.

7.8.4 Explain how government policies affect workers and businesses.

7.79 Explain the reasons for government regulation.

7.9 The learner will demonstrate an understanding of the national economy and economic policies. The student should be able to

7.9.1 Define gross domestic product and per capita gross domestic product.

7.9.2 Describe how government spending and taxes affect economic activity.

7.9.3 Define and relate budget deficits and national debt.

7.10 The learner will demonstrate an understanding of the principles of trade and economic development. The student should be able to

7.10.1 Distinguish between domestic trade and global trade.

7.10.2 Explain the reasons for global trade and give examples.

7.10.3 Describe foreign exchange and exchange rates.

7.10.4 Explain why nations restrict trade.

7.10.5 Compare free trade and protectionism.

Grade 8

I. Time, Continuity and Change: History

8.1 The learner will demonstrate an understanding of the major developments in the history of the United States and South Carolina from the earliest human settlements through Reconstruction (circa 1877). The student should be able to

8.1.1 Describe life in the Amen'cas, including South Carolina, before the arrival of Europeans and Africans.

8.1.2 Discuss the consequences of the first contacts between Americans and Europeans.

8.1.3 Describe European conquests and enterprises in the Americas.

8.1.4 Explain the influence of geography on South Carolina history.

8.1.5 Describe early European settlements and colonies, including South Carolina.

8.1.6 Describe relations of the colonists, including South Carolina, with the Native Amen'cans.

8.1.7 Explain ways in which the colonies, including South Carolina, addressed the labor shortage, including slavery.

8.1.8 Discuss black societies in North America.

8.1.9 Discuss the family and the role of women in the colonies, including South Carolina.

8.1.10 Describe the intellectual and religious characteristics of colonists, including South Carolina.

8.1.11 Describe the political and social divergence of AngloAmerican colonists, including South Carolina, from England.

8.1.12 Examine the causes and course of the American Revolution.

8.1.13 Identify key South Carolinians dun'ng this pen'od.

8.1.14 Discuss the state constitutions and national govemment under the Articles of Confederation.

8.1.15 Discuss the Constitutional Convention and arguments over ratification.

8.1.16 Identify the major issues of the early presidential administrations.

8.1.17 Describe the causes and course of the War of 1812.

8.1.18 Discuss the development of nationalism at home and in foreign affairs.

8.1.19 Identify the figures of the period and how their views and actions affected the United States and South Carolina.

8.1.20 Describe the revolutions in energy, manufacture and transportation.

8.1.21 Compare and contrast the Northem and Southem economic systems.

8.1.22 Discuss the various reform movements prior to the Civil War.

8.1.23 Describe the emergence of an American culture and literature.

8.1.24 Describe political developments from the Era of Good Feelings through the Antebellum period.

8.1.25 Describe the major issues, events and figures of the Women's Suffrage Movement circa 1848 to 1877.

8.1.26 Discuss westward expansion and consequent sectional tensions, including the rising opposition to slavery.

8.1.27 Describe U.S. relations with native Americans, including Indian removal.

8.1.28 Identify the series of events leading to the Lincoln election and the outbreak of Civil War.

8.1.29 Identify key figures including South Carolinians of the period.

8.1.30 Describe the cause and character of the Civil War and its effects on the American people.

8.1.31 Identify the stages of Reconstruction.

8.1.32 Discuss the election of 1876 and the end of Reconstruction.

8.2 The learner will demonstrate an understanding of the major developments in the history of the United States and South Carol'ma from the end of Reconstruction through World War II (circa 1945). The student should be able to

8.2.1 Discuss American industrialization, including significant inventions.

8.2.2 Describe the American business world, culture and public policy.

8.2.3 Discuss the impact.of industrialization and the changing economy on the working class.

8.2.4 Describe immiigration, migration and city life in America.

8.2.5 Describe the major issues, events and figures of the Women's Suffrage Movement circa 1877 to 1920.

8.2.6 Discuss the end of the frontier and the decimation of Native Amemican peoples.

8.2.7 Describe the economic crisis in agriculture and the emergence of Populism.

8.2.8 Evaluate the accomplishments and limitations of the Progressive Movement.

8.2.9 Discuss American imperialism.

8.2.10 Identify cultural expressions of American life in this penod.

8.2.11 Identify the key figures of the period and how their views and actions affected the United States and South Carolina.

8.2.12 Describe the causes, course and effects of WWI abroad and in the United States, including South Carolina.

8.2.13 Describe the dynamics of Amen'can culture during the WWI period.

8.2.14 Explain the causes and effects of the Great Depression, making specific reference to the New Deal program.

8.2.15 Describe the causes, course and effects of WWII abroad and in the United States, including South Carolina.

8.2.16 Describe the dynamics of American culture during the WWII period.

8.3 The learner will demonstrate an understanding of the major developments in the history of the United States and South Carolina from the end of World War II through the present. The student should be able to

8.3.1 Describe the economic, social and cultural changes in the United States from 1945 through the 1960's.

8.3.2 Describe how science and technology influenced everyday life, fostered economic growth and influenced the world economy in the postwar period.

8.3.3 Examine the 'Influence of the Cold War on foreign policy and domestic politics and culture.

8.3.4 Describe the continued growth of federal influence during the "New Frontier" and the "Great Society."

8.3.5 Describe and evaluate the struggle for gender and racial equality during the 1950's and 1960's.

8.3.6 Describe the major social, political and economic changes in South Carolina dun'ng this pen'od.

8.3.7 Describe social and cultural changes in the 1970's1990's, including the continued impact of technology on American life.

8.3.8 Analyze domestic and foreign policies of the Nixon-Ford era.

8.3.9 Describe key aspects of domestic and foreign policy during the Carter administration.

8.3.10 Discuss the development of contemporary conservatism and its impact on both domestic and foreign policy issues from the late 1960's through the 1980's.

8.3.11 Describe the challenges facing the United States at home and abroad in the post-Cold War era.

8.3.12 Describe the major social, political and economic changes in South Carolina during this period.

II. Power, Authority and Governance: Government/ Political Science

8.4 The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. The student should be able to

8.4.1 Explain the central ideas of American constitutional government.

8.4.2 Identify and explain historical, geographic, social and economic factors that have helped shape Amencan democracy.

8.4.3 Describe the role of voluntarism in Amen'can society.

8.4.4 Explain the importance of shared political values and principles to American democracy.

8.4.5 Take and defend positions on the value and challenges of diversity in American life.

8.4.6 Describe American political conflict and explain factors that usually prevent violence or lower its intensity.

8.4.7 Describe ways to reduce disparities between ideals and realities in American political and social life.

8.5 The learner will demonstrate an understanding of the role of the U.S. Constitution in American democracy, including the ways in which the U.S. government established by the Constitution embodies the purposes, values and principles of American Democracy. The student should be able to

8.5.1 Explain the meaning of public agenda.

8.5.2 Describe and evaluate the influence of the media on American political life.

8.5.3 Explain how political parties and other associations and groups provide opportunities for participation in the political process.

8.5.4 Describe how public policy is formed and cam'ed out at the local, state and national levels.

8.6 The learner will demonstrate an understanding of the role of the citizen in American Democracy, including personal and civic rights and responsibilities. The student should be able to

8.6.1 Explain the meaning of citizenship in the United States.

8.6.2 Explain how one becomes a citizen.

8.6.3 Differentiate between personal, political and economic rights.

8.6.4 Describe the scope and limits of rights.

8.6.5 Explain the importance of personal responsibilities as well as civic responsibilities.

8.6.6 Explain the dispositions that enhance the effectiveness of citizens and promote the functioning of Amen'can constitutional democracy. -

8.6.7 Describe the means by which Americans can monitor and influence politics and governments.

8.6.8 Descfibe how citizens can participate in civic life as well as political life.

8.6.9 Explain the importance of political leadership and public service in a constitutional democracy.

8.6.10 Cite examples of how technology can be used to promote effective citizenship.

III. People, Places and Environments: Geography

8.7 The leamer will demonstrate an understanding of the role of physical systems on earth. The student should be able to

8.7.1 Use physical processes to explain pattems in the physical environment.

8.7.2 Explain how eanh-sun relationships affect E@h's physical processes and create physical pattems.

8.7.3 Explain how to predict the consequences of physical processes on the Earth's surface.

8.7.4 Explain how ecosystems work.

8.7.5 Explain how physical processes produce changes in ecosystems.

8.7.6 Explain how physical processes influence the formation and distribution of resources.

8.7.7 Describe how human activities influence changes in ecosystems.

8.7.8 Explain global and local pattems of ecosystems.

8.8 The leaener will demonstrate an understanding of the uses of geography. The student should be able to

8.8.1 Describe ways in which the spatial organization of society changes over time.

8.8.2 Explain how people's diffen'ng perceptions of places, peoples and resources have affected events and conditions in the past.

8.8.3 Describe how geographic conditions have influenced events and conditions in the past.

8.8.4 Describe how the interaction of physical and human systems may shape present and future conditions on Earth.

8.8.5 Explain how varying points of view on geographic issues influence plans for change.

8.8.6 Describe how to apply the geographic point of view to solve social and environmental problems by making geographically infonned decisions.

IV. Production, Distribution and Consumption: Economics

8.9 The learner will demonstrate an understanding of the world of work. The student should be able to

8.9.1 Identify occupations within an occupational cluster that match their interests and skills.

8.9.2 Describe career options, job hunting skills and the value of an education in helping to achieve career goals.

8.9.3 Describe the importance of a job interview.

8.9.4 Distinguish between careers and occupations.

8.9.5 Identify occupations related to their own special interests and skills.

.9.68 Recognize the steps necessary to get a job.

8.9.7 Use sources of employment information to identify job opportunities.

8.9.8 Illustrate that personal income is enhanced by education and training.

8.9.9 Identify typical expenses facing most small businesses.

8.910 Describe the relationship between quality workmanship and productivity.

8.10 The learner will demonstrate an understanding of the sources of income and growth in a free enterprise economy. The student should be able to

8.10.1 Explain the risk-bearing role of the entrepreneur.

8.10.2 Describe division of labor.

8.10.3 Explain how free enterprise provides the goods and services consumers want.

8.10.4 Explain how income is den'ved from the products of labor.

8.10.5 Explain that in addition to labor, people eam income from natural resources they own, from capital and from entrepreneurship.

8.10.6 Illustrate how productivity is affected by technological change.

8.10.7 Compare different production methods.

8.11 The learner will demonstrate an understanding of the various economic institutions vital to a market economy. The student should be able to

8.11.1 Give examples of the basic cultural institutions of capitalism: private property, free enterprise, competition and the profit motive.

8.11.2 Explain the borrowing and lending functions of banks.

8.11.3 Explain collective bargaining and the role of labor unions nationally.

8.11.4 Explain "right-to-work" laws such as those in South Carolina.

8.11.5 Explain the role of private property and competition in capitalism.

8.12 The learner will demonstrate an understanding of government m the operation of markets. The student should be able to

8.12.1 Compare the major expenditures of federal, state and local government.

8.12.2 Identify the pn'ncipal sources of federal, state and local government funds.

8.13 The learner will demonstrate an understanding of the national economy and economic policies. The student should be able to

8.13.1 Describe the circular flow of goods and services among households, businesses and government.

8.13.2 Define the labor force and the participation ratio.

8.13.3 Define the unemployment rate.

8.13.4 Describe inflation and recession.

8.13.5 Describe the effect of inflation on the value of money.

Grades 9 -10

I. Time, Continuity and Change: History

10.1 The learner will demonstrate an understanding of the developments in the history of the world from its beginnings through the period of intensified hemispheric interactions (circa 1500). The student should be able to

10.1.1 Describe the ways in which the biological and cultural processes gave rise to the earliest human communities in the Neolithic Age.

10.1.2 Identify the processes that led to the emergence of agricultural societies throughout the world pn'or to 4000 BCE.

10.1.3 Analyze the major characteristics of civilization and how civilizations emerged in Mesopotamia, the Nile River Valley, the Indus Valley and the Huang Valley from 4O00 to I00O BCE.

10.1.4 Explain how agranan societies spread and new states emerged from 3000-1000 BCE.

10.1.5 Identify and interpret how the major political, social, cultural trends and technological innovations differed in Africa, Europe, Asia and the Americas from 2000 - 1000 BCE.

10.1.6 Describe the emergence of Aegean civilizations and their relationship to the peoples of the eastem Mediterranean and Southwest Asia from 600-200 BCE.

10.1.7 Analyze the development of religions and large-scale empires in the Mediterranean world, China, Southwest Asia and India from 500 BCE to 300 CE.

10.1.8 Describe the development of early agrarian civilizations in Mesoamerica in the millennium CE.

10.1.9 Interpret common themes among the classical traditions, religions and giant empires in Africa, Asia, Europe and Mesoamerica from 300-1000 CE.

10.1.10 Analyze the search for political, social and cultural redefinition in Europe from 500- 1000 CE.

10.1.11 Trace the development of agricultural societies and new states in Africa and Oceania prior to I 000 CE.

10.1.12 Explain causes and consequences of the rise of Islamic civilization through 1200 CE.

10.1.13 Explain the transformation of European society and culture from 1000-1400 CE, including the on'gins of the Italian Renaissance.

10.1.14 Trace the rise of the Mongol empire and its consequences for

Eurasian peoples from 1200-1350 CE.

10.1.15 Describe the major developments in East Asia and Southeast Asia in the era pn'or to 1200 CE.

10.1.16 Describe the growth of states, towns and trade in SubSaharan Africa, 1000- 1400 CE.

10.1.17 Trace the expansion of states and civilizations in the America's, 1000-5000 CE.

10.2 The learner will demonstrate an understanding of the major developments in the history of the world during the modem era circa 1500 to present. The student should be able to

10.2.1 Analyze the global transformations that resulted from the transoceanic interlinking of all major regions of the world from 1450-1600.

10.2.2 Describe the political, economic and cultural transformations of European society in an age of global intercommunication, 1450-1600.

10.2.3 Interpret the common trends of the emergence of the first global age, 1450-1770.

10.2.4 Describe the large territorial empires that dominated much of the world between 1500-1800.

10.2.5 Analyze the economic, political and cultural interrelations, including conflicts, among peoples of Africa, Europe and the Americas,. 1500-1750.

10.2.6 Explain transformations in Asian societies in the era of European expansion.

10.2.7 Analyze the causes and consequences of political revolutions between 1650-1850.

10.2.8 Analyze the causes and consequences of the agricultural and industrial revolutions, 1700-1850.

10.2.9 Describe the transformation of Eurasian and Oceanic societies in an era of global trade and rising European power, 1750-1870.

10.2.10 Interpret common themes in the Age of Revolutions, 1650-1914.

10.2.11 Delineate pattems of global change in the era of Westem military and economic domination, 1800 - 1914.

10.2.12 Delineate pattems of nationalism, state/nation building and social reform in Europe and the Americas, 1830-1914.

10.2.13 Descn'be reform, revolution ano social change in the world economy from 1900 to 1939.

10.2.14 Descn'be the consequences of the n'se of totalitarian states.

10.2.15 Analyze the causes, course and global consequences of World Wars I and II.

10.2.16 Analyze the conflict between diverse socioeconomic systems and perspectives.

10.2.17 Describe the break up of European colonial empires and the development of new nations in Africa, Asia and the Caribbean.

10.2.18 Analyze oppression of groups and the struggle for human rights across the world.

10.2.19 Describe the effort to attain stability, peace and a sense of community in an interdependent world.

10.2.20 Interpret major global trends since World War II.

10.2.21 Describe the origins, causes and results of the Cold War in the aftermath of World War II.

10.2.22 Explain the adjustment and the challenges in the post-Cold War era.

III. People, Places and Environments: Geography

10.3 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to

10.3.1 Use maps and other graphic representations to depict geographic problems.

10.3.2 Use technologies to represent and interpret Earth's physical and human systems.

10.3.3 Use geographic representations and tools to analyze, explain and solve geographic problems.

10.3.4 Answer complex geographic questions using maps of physical and human features of the world.

10.3.5 Describe how maps reflect the human perception of places.

10.3.6 Explain how maps influence spatial and environmental decision-making.

10.3.7 Account for pattems of human movement on Earth.

10.3.8 Analyze relationships in and between places using geographic models.

10.3.9 Explain how people perceive and use space.

10.3.10 Make decisions using geographic concepts and models.

10.4 The learner will demonstrate an understanding of places and regions. The student should be able to

10.4.1 Explain the meaning and significance of place.

10.4.2 Describe the changing physical and human characteristics of places.

10.4.3 Explain how relationships between humans and the physical environment lead to the fon-nation of places and to a sense of personal and community identity.

10.4.4 Describe how multiple criten'a can be used to define a region.

10.4.5 Describe the structure of regional systems.

10.4.6 Describe the ways in which physical and human regional systems are interconnected.

10.4.7 Analyze geographic issues using regions.

10.4.8 Describe the ways places and regions serve as symbols for individuals and society.

10.4.9 Describe the ways different groups of people within a society view places and regions.

10.4.10 Describe how cultural changes affect perceptions of places and regions.

10.5 The leamer will demonstrate an understanding of physical systems on earth. The student should be able to

10.5.1 Describe the dynamics of the four basic components of the Earth's physical systems: the atmosphere, biosphere, lithosphere and hydrosphere.

10.5.2 Explain the interaction of Earth's physical systems.

10.5.3 Describe the ways in which Earth's physical processes are dynamic and interactive.

10.5.4 Explain the distribution and characteristics of ecosystems.

10.5.5 Describe the biodiversity and productivity of ecosystems.

10.5.6 Describe the importance of ecosystems in people's understanding of environmental issues.

10.6 The leamer will demonstrate an understanding of the role of human systems on earth. The student should be able to

10. 6.1 Explain the reasons for trends in numbers and pattems in the world population.

10.6.2 Describe the impact on physical and human systems of human migration.

10.6.3 Explain how culture influences ways of life.

10.6.4 Describe how transportation and communications technology contribute to cultural convergence and divergence.

10.6.5 Describe and evaluate the major economic systems on Earth.

10.6.6 Explain why areas of various sizes function as economic activity centers.

10.6.7 Describe the economic interdependence of the world's countries.

10.6.8 Explain the spatial arrangement of urban areas as well as their sizes and functions.

10.6.9 Describe settlement pattems in undeveloped and developing countries.

10.6.10 Describe the processes that change the intemal structures of urban areas.

10.6.11 Explain the ever changing urban area.

10.6.12 Analyze the effect of conflict and cooperation and how they influence the development and control of Earth's social, political and economic entities.

10.6.13 Explain how people's lives are affected by the social, political and economic entities on Eanh.

10.6.14 Describe how self-interest and different points of view can be factors in conflict over resources and territory.

10.7 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to

10.7.1 Evaluate ways in which technology has expanded the human capability to modify the physical environment.

10.7.2 Explain the global impacts of human changes in the physical environment.

10.7.3 Explain how to apply appropriate models and information to understand environmental problems.

10.7.4 Describe how changes in the physical environment can diminish its capacity to support human activity.

10.7.5 Develop strategies to respond to constraints placed on human systems by the physical environment.

10.7.6 Explain how humans perceive and react to natural hazards.

10.7.7 Explain how the spatial distribution of resource affects pattems of human settlement.

10.7.8 Describe how resources development and use change over time.

10.7.9 Evaluate policy decisions regarding the use of resources in different regions of the world.

10.8 The leamer will demonstrate an understanding of the uses of geography. The student should be able to

10.8.1 Explain how processes of spatial change have affected history.

10.8.2 Describe how changing perceptions of geographic features have led to changes in human societies.

10.8.3 Analyze ways in which physical and human features have affected events in history.

10.8.4 Describe how different points of view influence the development of policies designed to use and manage Earth's resources.

10.8.5 Analyze a variety of contemporary issues in terms of Earth's physical and human systems.

10.8.6 Explain how to use geographic knowledge, skills and perspectives to analyze problems and make decisions.

Grades 11 - 12

I. Time, Continuity and Change: History

12.1 The leamer will demonstrate an understanding of the major developments in the United States and South Carolina from the earliest human settlements through Reconstruction (circa 1877). The student should be able to

12.1.1 Compare characteristics of societies in the Americas, Westem Europe and Westem Africa that increasingly interacted after 1450.

12.1.2 Describe how early European exploration and colonization resulted in cultural and ecological interactions among diverse peoples.

12.1.3 Describe how diverse immigrants, voluntary and involuntary, affected the formation of European colonies in North American and the Caribbean.

12.1.4 Describe the European struggle for control of North America 1585-1763.

12.1.5 Analyze political, religious and social institutions that emerged in the English colonies.

12.1.6 Describe the similarities and differences of the cultures that emerged among different social groups in the English Colonies.

12.1.7 Explain how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Amen'cas.

12.1.8 Identify the causes of the Amen'can Revolution-, its leaders and the reasons for the Amen'can victory.

12.1.9 Evaluate the impact of the American Revolution on politics, economy and society.

12.1.10 Describe the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

12.1.11 Explain United States territorial expansion between 1801 and 1861 and how it affected relations with extemal powers and Native Americans.

12.1.12 Explain how social and economic changes led to regional tensions.

12.1.13 Analyze the extension, restriction and reorganization of political democracy ca. 1800-1861.

12.1.14 Describe life in the antebellum era from the perspectives of South Carolina inhabitants of different races and social or economic statuses.

12.1.15 Analyze the sources of and reactions to cultural, religious and social reform movements in the antebellum period.

12.1.16 Identify and evaluate the causes of the Civil War.

12.1.17 Describe the course and character of the Civil War and its effects on the American people.

12.1.18 Identify and evaluate the various Reconstruction stages, 1863-1877.

12.1.19 Analyze the political, social and economic consequences of the Civil War/Reconstruction

12.2 The learner will demonstrate an understanding of the major developments in the United States and South Carolina from the end of Reconstruction through World War H (circa 1945). The student should be able to

12.2.1 Expain how the rise of corporations, heavy industry and mechanized farming transformed the American people late 1800's.

12.2.2 Describe the immigration pattems after 1870.

12.2.3 Describe how new social pattems, conflicts and ideas of national unity developed amid growing cultural diversity.

12.2.4 Analyze the rise of the American labor movement and how political issues reflected social and economic changes.

12.2.5 Evaluate government policies toward Native Americans and their responses.

12.2.6 Exarm'ne the changing role of women in the political and social context.

12.2.7 Analyze the political, economic and sociological effects of women's movements, including suffrage on the U.S.

12.2.8 Analyze the changing role of the United States in world affairs to World War I.

12.2.9 Describe and assess how Progressives and others addressed problems of industrial capitalism, urbanization and political corruption.

12.2.10 Describe the causes, course and effects of WWI.

12.2.11 Examine social tensions and their consequences in the post World War I era.

12.2.12 Analyze the emergence of a modem capitalist economy in the 1920's.

12.2.13 Describe how new cultural movements reflected and changed American society in the post World War I period.

12.2.14 Describe developments in political and international affairs in the 1920's.

12.2.15 Analyze the causes of the Great Depression and how it affected American society.

12.2.16 Describe how the New Deal addressed the Great Depression and transformed American society.

12.2.17 Describe changes in everyday life in response to technological and scientific advancement.

12.2.18 Describe the causes and course of World War II, including the Holocaust, the character of the war at home and abroad and its reshaping of the United States role in world affairs.

12.2.19 Examine the changing role of women in the political and social context.

12.3 The learner will demonstrate an understanding of the major developments in the United States and South Carolina from the end of World War II through the presdnt. The student should be able to

12.3.1 Describe the economic boom and the social and cultural transformations of postwar United States.

12.3.2 Describe how postwar science augmented the nation's economic strength, transformed daily life and influenced the world economy.

12.3.3 Evaluate domestic policies after World War 11.

12.3.4 Describe how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

12.3.5 Evaluate the struggle for racial and gender equality and the extension of civil liberties.

12.3.6 Assess developments in domestic politics from 1968 to the present.

12.3.7 Describe and evaluate economic, social and cultural developments in contemporary United States, 1968 to the present.

12.3.8 Assess the developments in foreign policies and domestic politics from 1972 to the present.

12.3.9 Assess developments in foreign policy from 1968 to the end of the Cold War.

12.3.10 Describe the challenges facing the United States at home and abroad in the post-Cold War era.

II. Power, Authority and Governance: Political Science/ Government

12.4 The leamer will demonstrate an understanding of govemment, -its origins and functions, including civic life, politics and government. The student should be able to

12.4. i Take and defend positions concerning the necessity and the purposes of government.

12.4.2 Analyze the essential characteristics of limited and unlirm'ted governments.

12.4.3 Compare and contrast the "rule of law" and the "rule of man"-- explain how the rule of law protects individual rights and the common good.

12.4.4 Explain the van'ous purposes constitutions serve.

12.4.5 Identify alternative uses of the term constitution.

12.4.6 Explain the advantages and disadvantages of confederal, federal and unitary systems of govemment.

12.4.7 Evaluate, take and defend positions on how well alternative forms of representation serve the purposes of constitutional government.

12.5 The leamer will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. The student should be able to

12.5. i Explain the essential ideas of American Constitutional government as expressed in the Declaration of Independence, the U.S. Constitution, the Bill of Rights, the Gettysburg address and other histon'c documents.

12.5.2 Explain factors that have inclined Americans toward voluntarism and identify opportunities for individuals to volunteer in their own schools and communities.

12-5.3 Explain the conditions that are essential for the growth of a constitutional government.

12.5.4 Explain important factors that have helped shape American democracy, including but not limited to religious freedom, a history of slavery, effects of a frontier and a market economy.

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12.5.5 Explain the many forms of diversity in American societv and wh conflicts have an'sen from diversity.

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12.5.6 Evaluate the ways conflicts about diversity can be resolved in a peaceful manner that respects individual rights and promotes the common good.

12.5.7 Describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity.

12.5.8 Evaluate, take and defend positions on issues **in** which fundamental values and principles are in conflict, including but not limited to conflicts between liberty and equality and conflicts between individual rights.

12.5.9 Evaluate, take and defend positions on current issues involving constitutional protection of individual nghts.

12.5.10 Identify some important American ideals and explain, using historical and contemporary examples, discrepancies between Amen'can ideals and the realities of political and social life.

12.5.11 Explain and give examples of ways in which discrepancies between the reality and the ideals of American

12.6 The leamer will demonstrate an understanding of the role of the U.S. Constitution in American democracy, including the ways in which the U.S. government established by the Constitution embodies the purposes, values and principles of American Democracy. The student should be able to

12.6. i Evaluate, take and defend positions on issues regarding the distribution of powers and responsibilities within the federal system.

12.6.2 Explain the relationship between taxation and govemment.

12.6.3 Expla'n why states have constitutions, their purposes .d the relationship of state constitutions to the federal constitution.

12.6.4 A-nalyze the organization and major responsibilities of

state and local government. ,

12.6.5 Explain the importance of law in the American constitutional system.

12.6.6 Identify representatives in the legislative branches as well as the heads of the executive branches of their local, state and national governments.

12.6.7 Explain and apply criteria useful in evaluating rules and laws, including but not limited to faimess,

protection of individual rights and promotion of the common good.

12.6.8 Define the concept of due process of law and explain the importance to individuals and society.

12.6.9 Explain what is meant by the public agenda and explain how it is set.

12.6. 1 o Evaluate, take and defend positions on the influence of the media on Amen'can political life.

12.6. i i Explain how political parties, campaigns and elections provide opportunities for citizens to participate in the political process.

12.6.12 Describe the historical and contemporary roles of prominent associations and groups in local, state, or national politics.

12.6.13 Define public policy and identify examples at local, state and national levels.

12.6.14 Explain how citizens can monitor and influence the formation and implementation of public policies.

12.7 The leamer will demonstrate an understanding of the relationship of the United States to other nations and to world affairs, including the divisions of the world into nations and interactions between the United States and other nation@. The student should be able to

12.7. i Explain how the world is organized politically into nations and states.

12.7.2 Describe the means that nation-states use to interact with one another.

12.7.3 Explain how U.S. foreign policy is formulated and the means by which it is carried out.

12.7.4 Identify important current foreign policy issues and evaluate the means the United States is using to deal with them.

12.7.5 Explain the role of major international organizations in the world today.

12.7.6 Describe the influence of American political ideas on other nations.

12.7.7 Describe the impact of other nations' political ideas on the United States.

12.7.8 Describe the impact of significant political, demographic, environmental and technological trends in the world.

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12.8 The leamer will demonstrate an understanding of the role of the citizen in American Democracy, including personal and civic rights and responsibilities. The student should be able to

12.8. i Explain the important characteristics of citizenship in the United States.

12.8.2 Evaluate the criteria established by the laws that are used for naturalization.

12.8.3 Identify the major documentary sources of personal, political and econorru'c n'ghts.

12.8.4 Evaluate, take and defend positions on issues involving personal, political and economic rights.

12.8.5 Explain the meaning of political n'ghts as distinguished from personal fights.

12.8.6 Explain criteria used in dete@ning what limits should be placed on specific rights.

12.8.7 Evaluate the importance of commonly held personal responsibilities to life in a democracy.

12.8.8 Evaluate the importance of commonly held civic responsibilities to life in a democracy.

12.8.9 Identify examples of individual and public goals and explain how participation in civic and political life can help attain them.

12.8. 1 o Expla'n how Americans can monitor and influence politics and government at the local, state and national levels.

12.8.1 i Explain the importance of political leadership and public service in a constitutional democracy.

12.8.12 Explain why becoming knowledgeable about public affairs and the values and principles of Amen'can constitutional democracy and communicating that knowledge to others are important forms of participation.

12.8.13 Cite examples of how technology can be used to promote effective citizenship. (e.g., the role of. technology in voting, obtaining information about candidates, governmental issues, etc.)

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IV. Production, Distribution and Consumption: Economics

12.9 The leamer will demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to

12.9.1 Show how scarcity and choice impact the economic decisions of individuals, families and communities.

12.9.2 Describe the typical choices families must make as they budget their income and expenses.

12.9.3 Describe how people use psychological and intellectual resources to deal with scarcity.

12.9.4 Explain how states and nations use scarce resources to satisfy human wants.

12.9.5 Explain how money encourages specialization, promotes markets, helps organize production and distributes goods and services.

12.9.6 Describe how money, goods and services link households and businesses in the U.S. economy.

12.9.7 Describe how choices may translate into opportunity costs and result in trade-offs which determine what goods and services are provided.

12.9.8 Explain econonuc decision-making based on marginal benefit and marginal cost for individuals and government.

12.9.9 Explain how consumers spend their budget to maximize the net benefits of their income.

12.9.10 Identify present day choices that have important future consequences.

12.9.1 i Describe factors of production.

12.9.12 Describe how specialization and division of labor pe@t scarce resources to be used more efficiently.

12.9.13 Explain how producers allocate their expenditures to minimize production costs.

12.9.14 Compare and contrast how people make econorm'c decisions in traditional, command and market econoniies.

12. i o The leamer will demonstrate an understanding of markets and the role of demand and supply in determining pn'ce and resource allocation. The student should be able to

12.10.1 Identifyhowpeoplemakeeconomicdecisionsin traditional, command, market and mixed market economics.

12.10.2 Explain how a competitive "free market" works.

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12-10.3 Identify conditions that make industries either more or less competitive.

12-10.4 Describe the nature and roles of competition in a market economy.

12.10.5 Explain the law of demand and law of supply.

12.10.6 Identify the non-price deten-ninants of demand.

12.10.7 Explain how changes in the non-price determinants of demand cause demand to change.

12.10.8 Explain how changes in the non-price determinants of supply cause supply to change.

12.10.9 Analyze how change in market price and quantity result from changes in demand and supply.

12.io.io Analyze market price and quantity changes resulting

from changes in demand or supply

12. 1 0.1 i Explain economic incentives that lead to the efficient use of resources.

12.10.12 Explain market equilibrium and the mechanism for eliminating shortages and surpluses.

12.10.13 Identify the components of market research and its impact on products.

12.11 The leamer will demonstrate an understanding of the world of work. The student should be able to

12.11.1 Identify job opportunities in their community and state.

12.11.2 Explain the relationship between education, productivity and pay.

12.11.3 Explain workforce readiness.

12.11.4 Identify personal strengths and talents.

12.11.5 Identify personal and educational goals.

12.11.6 Identify occupations related to their own special interests and skills.

12.11.7 Identify the common forms of business organizations.

12.11.8 Identify types of important decisions a manager makes.

12.1 i.9 Explain the role of the division of labor and specialization.

12.12 The leamer will demonstrate an understanding of the sources of income and growth in a free enterprise economy. The student should be able to

12.12.1 Illustrate how entrepreneurial decisions are influenced by changes in taxation and government regulation.

12.12.2 Define interest and explain how interest rates and investment are related.

12.12.3 Explain the importance of profits and- losses in a free enterprise economy.

12.12.4 Explain the relationship between technology, productivity and capital.

12.12.5 Illustrate how investment in physical and human capital leads to economic growth.

12.12.6 Explain how profits affect investment and hence productivity and living standards.

12.12.7 Explain and compare personal income distribution and **functional income** distribution.

12.13 The leamer will demonstrate an understanding of the various economic institutions vital to a market economy. The student should be able to

12.13. i Describe examples of the basic institutions of

capitalism: private property, free enterprise, competition and the profit motive.

12.13.2 Explain the interaction of banks and business firms to create and expand business enterprise through capital formation.

12.13.3 Explain what happens to the institutions of capitalism when dominated by a strong authoritarian government.

12.14 The leamer will demonstrate an understanding of government in the operation of markets. The student should be able to

12.14. i List the commonly accepted economic responsibilities of government in the economy.

12.14.2 Explain why some goods and services are produced by government.

12.14.3 Explain the use of government subsidies and taxes to influence the output of certain goods and services.

12.14.4 Compare the major sources of federal, state and local revenues.

12.14.5 Compare proportional, progressive and regressive taxes.

12.14.6 Explain the functions of government regulations.

12.14.7 Define externalities and explain how the government deals with them.

12.14.8 Explain the role of government in income redistribution.

12.14.9 Define property rights and explain how government protects property nghts.

12.14. i o Descn'be special interest groups and explain their objectives.

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12.15 The leamer-will demonstrate an understanding of the national economy and economic policies. The student should be able to

12.15. i Define the following selected indicators of economic

health: gross domestic product, unemployment, the consumer pnce index and personal disposable income.

12.15.2 Distinguish between nominal and real Gross Domestic Product.

12.15.3 Distinguish between potential and actual Gross Domestic Product.

12.15.4 Explain how increased or decreased spending impacts Gross Domestic Product.

12.15.5 Explain the basic circular flow of economic activity.

12.15.6 Compare frictional, cyclical and structural unemployment.

12.15.7 Explain who benefits and who suffers from inflation.

12.15.8 Explain how changes in tax policy affect economic growth or reduce inflation.

12.15.9 Define fiscal policy and identify examples of fiscal policy measures.

12.15. 1 o Explain the effects of expansive and contractionary fiscal policy.

12.15.11 Enumerate the various forms the money supply takes in the United States.

12.15.12 Explain how banks "create" money.

12.15.13 Explain the impact of interest rates, budgeting and savings and the use of loans and credit cards on individual financial decision-making.

12.15.14 Describe the structure and function of the Federal Reserve System.

12.15.15 Define monetarv policy.

12.15.16 Identify the major monetary policy measures available to the Federal Reserve System.

12.15.17 Explain how the banking system can affect the.money supply and economic activity.

12.15. i 8 Explain the chain of consequences of expansive and contractionary monetary policy.

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I 16 The leamer will demonstrate an understanding of the principles of trade and economic development. The student

should be able to

12.16. i Analyze the concept "global economy."

12.16.2 Explain the balance of trade.

12.16.3 Identify problems facing developing nations.

12.16.4 Define balance of payments.

12.16.5 Explain the fundamental principles of absolute and comparative advantage.

12.16.6 Describe the impact of a rise or fall in the American dollar relative to another nation's currency.

12.16.7 Describe barn'ers to international trade.

12.16.8 Define terrns such as tariff, quota, exchange rate, the balance of payments, most favored nation trade status, etc.

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Chapter 4

GUIDELINES FOR ELECTIVE COURSES

While the South Carolina Social Studies Framework identifies four major content areas for state assessment: history, government, geography and economics, social studies as a field of study is drawn from many academic disciplines and areas of social concern. Among those are a number which provide popular social studies elective courses at the middle and high school levels. This chapter will look at psychology, sociology, law-related education, science-technology-society and anthropology, and provide some guidelines for their teaching and learning in the schools.

Psychology

Sociology

Law-Related Education

Anthropology

Science, Technology and Society

Psychology

Introduction/Perspectives

The content of psychology provides students with self-knowledge and insights into the behavior of others, both as individuals and in various social contexts. As with the other areas of study examined in this Framework, a set of process skills is also central to psychology. These process skills revolve around the application of the scientific method to psychological questions. Thus, a course in psychology should include the following areas of study: the application of scientific method in psychology, human growth and development, cognition and learning, personality, mental health and behavioral disorders and social psychology. (Baum & Cohen, 1989)

Writing for the American Psychological Association's Committee on Psychology in the Secondary Schools, Cynthia Baum and Ira Cohen recommend that in developing a course of study in psychology, the following major objectives should be considered:

- Students should study the major core concepts and theories of psychology. They should be able to define key terms and to use these terms in their everyday vocabulary. Students should also be able to compare and contrast major themes in psychology.

- Students should understand the basic skills of psychological research. They should be able to devise simple research projects, interpret and generalize from results and evaluate the general validity of research reports.

- Students should be able to apply psychological concepts to their own lives. They should be able to recognize psychological principles when they are encountered in everyday situations.

- Students should develop critical thinking skills. They should become aware of the danger of blindly accepting or rejecting any theory of human nature and institutions without careful, objective evaluation.

- Students should build their reading, writing and discussion skills.

- Students should learn about the ethical standards governing the work of psychologists. They should maintain high ethical standards and sensitivity in applying the principles of psychology to themselves, other people and other organisms. (Baum & Cohen, 1989)

More specifically, the National Council for the Social Studies, in its *Expectations of Excellence: Curriculum Standards for Social Studies*, argues that social studies programs at the high school level should include experiences that provide for the study of individual development and identity so that the learner can

- articulate personal connections to time, place and social/cultural systems;

- identify, describe and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;

- describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self;

- apply concepts, methods and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception and personality;

- examine the interactions of ethnic, national, or cultural influences in specific situations or events;

- analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity;

- compare and evaluate the impact of stereotyping, conformity, acts of altruism and other behaviors on individuals and groups;

- work independently and cooperatively within groups and institutions to accomplish goals; and

- examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society. (National Council for the Social Studies, 1994)

Teaching methods used in psychology classes should actively involve students in the learning process. Baum and Cohen recommend a variety of methods, including lecture, discussion, inquiry, audiovisual presentation, case history analysis, role playing, simulation, field work, demonstrations, experiments, research projects and writing assignments. (Baum and Cohen, 1989)

The following components could be used to aid in the planning and implementation of a psychology course.

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Course Description

Psychology is the science of behavior and mental processes. This course should acquaint students with the basic psychological theories and tools of analysis. Students are exposed to the psychological assumptions, principles and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

Student Objectives:

- The student will begin to examine human behavior.
- The student will identify various methods and measuring tools used by psychologists.
- The student will trace the historical development of psychology.
- The student will explore major psychological theories and theorists.
- The student will compare and contrast significant prominent therapeutic approaches.
- The student will examine a variety of topics common to the study of psychology, such as memory, perception, learning, motivation, emotions, personality theories, stress.
- The student will analyze human brain and neurological physiology as it applies to behavior (normal and abnormal), learning, addiction, emotions.
- The student will assess his/her own behavioral patterns.
- The student will explore his/her own motivation, goals, fears, developmental patterns and value structure.

Topics of Study:

- Methods, Approaches, History
- Biological Bases of Behavior
- Sensation and Perception
- States of Consciousness
- Learning
- Cognition
- Motivation and Emotion
- Developmental Psychology
- Personality
- Testing and Individual Differences

- Abnormal Psychology
- Treatment of Psychological Disorders
- Social Psychology

Sociology

Introduction/Perspectives

Sociology is the study of human groups, their formation and functioning (Gray, 1989). Sociologists search for empirical and theoretical generalizations about groups and the institutions humans create. In that search, sociologists employ the scientific method. A well-designed high school sociology course might address sociological inquiry, socialization, social organization, deviance and social control, collective behavior, social stratification, the family, education and social change (Gray, 1993). Sociologist Paul Gray suggests that a high school course in sociology might consider the following goals:

- Creating an awareness of culture, in general, and American culture and values in particular; fostering an attitude of mutual respect for the sub-cultures among us.
- Creating an appreciation of the process of socialization (learning the rules necessary to function in society); examining the various agents of socialization and the potential consequences of changes occurring in the socialization process.
- Exploring dilemmas of freedom and justice in society. How far should we go in creating equality of opportunity for everyone?
- Establishing criteria for evidence and proof in making an argument; understanding that ideas with which we disagree may nonetheless be expressed skillfully and effectively.
- Placing the study of American social problems and institutions in a worldwide, comparative context; emphasizing cultural relativity. (Gray, 1989)

The National Council for the Social Studies, in its *Expectations of Excellence: Curriculum Standards for Social Studies*, argues that social studies programs at the high school level should include experiences that provide for the study of interactions among individuals, groups and institutions, so that the learner can

- apply concepts such as role, status and social class in describing the connections and interactions of individuals, groups and institutions in society;
- analyze group and institutional influences on people, events and elements of culture in both historical and contemporary settings;
- describe the various forms institutions take and explain how they develop and change over time;

- identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- evaluate the role of institutions in furthering both continuity and change;
- analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings; and
- explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems. (National Council for the Social Studies, 1994)

The best sociology courses allow students to become actively involved in the analysis of sociological data to illustrate concepts, define trends, test hypotheses and form their own generalizations.

The following components could be used to aid in the planning and implementation of a sociology course.

Course Description

Sociology is the study of human behavior in group situations. Its focus is on the dynamics of group behavior and the interaction of individuals in groups. This course acquaints students with the basic sociological theories and tools of analysis and show their relationship to other behavioral science disciplines such as anthropology and psychology. Social stratification, sexism, ageism, racism and other social issues will be considered. Additionally, the class will examine the effect of social structure, practices and institutions upon the individual in everyday life.

Student Objectives:

- The student will discuss sociology as a behavioral science and be exposed to the development and characteristics of sociology.
- The student will identify the devices, tools and methods of research that sociologists utilize (surveys, polls, demographic information, statistics and the internet).
- The student will recognize how values, norms and sanctions influence the individual and examine ways in which cultures differ, change and resist change.
- The student will assess anti-social behaviors, such as crime, social deviance, addiction and terrorism.
- The student will evaluate how culture affects his/her personality.
- The student will describe the cycle of human life, including birth, childhood, adolescence, adulthood, parenthood, middle age and late

adulthood and examine the topics of parenting, aging and death and dying.

- The student will discuss and evaluate topics concerning human groups, social stratification, gender roles, microcultures, population and human ecology.

- The student will analyze the family structure and functions, such as marriage, roles, divorce and changing family patterns.

- The student will explain the need and purpose of social systems and institutions, such as prisons, schools, governments and religions.

- The students will examine forms of collective behavior, such as mobs, riots, fads, social movements, public opinion and mass communications.

- The student will examine major social issues facing modern society.

Topics of Study:

- Introduction to Sociology

- Culture: Variation, Adaptation, Conformity, Deviance and Social Control

- Socialization: Creating the Person

- The Life Span: Adolescence, Adulthood, Old Age, Death and Dying

- Interactions: From Couples to Corporations

- Stratification and Social Mobility

- Microcultures

- Racism and Ethnocentrism

- Gender and Sexism

- The Family

- Social Institutions: Education and Religion

- Economic and Political Institutions

- Social Movements and the Nature of Social Change

- Social Issues in Modern Society

Suggested Projects

The following example is a two-part project which could be incorporated into a high school Sociology class.

Project I

Purpose: *Project I represents an historical review of a social issue. Students will learn to synthesize research and writing skills into a paper of approximately 7 to 10 pages on a sociological topic.*

Guidelines for the Paper: *The paper should clearly state the topic under investigation and explain why the subject is important to the study of sociology. The paper should include a presentation that logically examines how the issue has affected society over time. For example, if writing on nuclear weapons, the writer may address Americans' fear of nuclear destruction as evidenced by the building of bomb shelters during the 1950's. Students are expected to critically discuss the topic and its impact on society. The paper should not be limited to a presentation of the historical facts surrounding an event. Students may select their own area of study or research such as prisons, the changing role of women, health care (e.g., hospitals), environmental pollution, racism, anti-semitism, or education.*

The paper should include references cited according to American Psychological Association (APA, 1994) format. Class time will be devoted to a discussion on how to appropriately quote and cite references. All sources cited in the text of your paper should appear in the reference section at the end of the project. Submitting work other than your own is plagiarism.

Project II

Purpose: *Project II involves a modern examination of topics related to sociology and the generation of recommendations for practical application. Students will continue to work collaboratively to synthesize information on the issue addressed by the group members in Project I.*

Guidelines for the Project:

1. A typed contract will be drawn up by the group and signed by all group members and the instructor. The contract must include the topic that the group will address, a detailed description of the form of the presentation and any other pertinent details concerning the project. The group must decide how the information will be presented: for example, a short paper, video, interviews, etc.

2. All projects must include a discussion of the current state of the issue (i.e., how does the topic affect society today). The group should present original and practical solutions for the issue, taking into consideration how society has dealt with the problem over time. Additionally, the group should draw conclusions about future implications of the issue for society. A typed list of references used to complete the project is required.

3. Each group will present their findings and recommendations to the class and lead a discussion on the issue addressed in their project. Additionally, the group should evaluate the effectiveness of their research collection and describe to the class what the group could have done differently to gather better information.

Law-Related Education

Introduction/Perspectives

Law-Related Education (LRE) has been defined as "those organized learning experiences that provide students...the knowledge and understanding, skills, attitudes and appreciations necessary to respond effectively to the law and legal issues in our complex and changing society." (Youth for Justice Staff Development and Awareness Training Manual, 3) LRE courses such as Practical Law and Street Law attempt to teach students how the legal system functions, how law affects them and how they can affect the law. "LRE is the practical application of law to everyday living." (Youth for Justice Staff Development and Awareness Training Manual, 3)

The goals or LRE, as reflected in the text *Street Law: A Course in Practical Law* are to

- provide a practical understanding of law and the legal system which will be of use to students in their everyday live;
- improve understanding of the fundamental principles and values underlying our Constitution, laws and legal system;
- promote awareness of current issues and controversies relating to law and the legal system;
- encourage effective citizen participation in our legal system;
- bring about a greater sense of justice, tolerance and fairness;
- develop a willingness and an ability to resolve disputes through informal and, where necessary, formal resolution mechanisms;
- improve basic skills including critical thinking and reasoning, communication, observation and problem solving;
- provide an opportunity to consider and clarify attitudes toward the role that law, lawyers, law enforcement officers and the legal system play in our society; and
- provide an opportunity for exposure to the many vocational opportunities which exist within the legal system (Arbetman, et al, 1980).

Course Description

Research conducted by the Social Science Education Consortium and the Center for Action Research suggests that LRE programs, when properly conducted, can reduce tendencies toward delinquent behavior and improve a range of attitudes related to responsible citizenship. This research suggests that several features are critical to successful LRE programs:

- classroom use of outside resource persons,
- sufficient quantity and quality of instruction (i.e., at least a semester of instruction or careful integration of LRE content and strategies into year-long courses),
- balanced selection of case materials (i.e., balance between cases that, when analyzed, should lead to respect for the law and those that should lead to constructive criticism about its application),
- teaching strategies that foster true interaction among students,
- involvement of important school administrators (particularly the

building principal), and

- availability and use by teachers of professional peer support.

The content covered in LRE typically includes

- an introduction to and overview of the law and legal system;
- the criminal and juvenile justice system, including coverage of the various kinds of crime, the operation of the criminal justice system;
- consumer law, including consumer rights, legal elements of sales, contracts, credit;
- family law;
- housing law; and
- individual rights and liberties, including First Amendment rights, privacy, due process and equality under the law.

LRE advocates the use of a wide variety of teaching approaches, including electronic and multi-media materials, case studies, role playing, conflict-resolution strategies, community resources (particularly human resources), field trips and the mock trial. All are designed to promote active learning on the part of students. Problem-solving and critical thinking skills are emphasized. Frederick Rodgers suggests that five critical thinking skills should serve as a guide for developing LRE instructional content and procedures:

- the ability to define a problem;
- the ability to select pertinent information for the solution of a problem;
- the ability to recognize stated and unstated assumptions;
- the ability to formulate and select relevant and promising hypotheses; and
- the ability to draw conclusions validly and to judge the validity of inferences (Rodgers, 1991).

Sample Activities

Case studies are one of the more powerful techniques used in LRE classes. The following explanation of the case study is taken from *Street Law: A Course in Practical Law, 2nd edition, Teachers' Manual.*

An integral part of law-related education is the case study method. Case studies require students to analyze problem situations and reach their own conclusions concerning the outcome. Case studies can take many forms, including: legal cases based on written opinions of courts, hypothetical situations involving some conflict or dilemma and real life situations drawn from newspapers, magazines, books or other sources. While case studies are generally presented in written form, they can also be presented by use of an audiovisual medium such as a movie or tape recording.

Purpose: *The case study method is an inquiry-oriented technique. It is designed to help students apply legal theory to real life situations. Since the legal rule or authority that applies to a particular problem is not provided, students are forced to explore their own ideas and conclusions. This process helps arouse student interest and develops students' skills in logic, independent analysis, critical thinking and decision-making.*

Procedure:

1. Select the Case Materials: Cases may be real or hypothetical, long or short, based on written opinions of a court or derived from an everyday situation.

2. Review the Facts: The facts of the case serve as the basis for classroom discussion. Therefore, the inquiry process should be started by carefully reviewing and clarifying all of the facts. Students should be asked:

- What happened in this case?
- Who are the parties?
- What facts are important? Unimportant?
- Is there any significant information missing?
- Why did the people involved act the way they did?

3. Frame the Issue: Students should pinpoint and discuss the issues or problems presented by the case. An issue should be posed in the form of a question. While most cases revolve around a legal issue, students should also consider issues of public policy, ethics and practical reality.

4. Discuss the Arguments: Once students have focused on the issues, they should develop and discuss the arguments which can be made for and against each of the various points of view. When discussing the arguments, students should consider questions such as

- What are the arguments in favor of and against each point of view?
- Which arguments are most persuasive? Least persuasive? Why?
- What might be the consequences of each course of action: To the parties? To society?
- Are there any alternatives?

In discussing the various arguments it is important to foster a climate of acceptance and openness. Students must know that all shades of opinion are welcome and that their ideas will receive a fair hearing and analysis no matter how controversial or touchy the issue. In other words, students should be encouraged to listen to, consider and evaluate all points of view.

5. Reach a Decision: A decision is the answer to the issue or issues posed by the case. When students are given the decision, as in a court case, they should be asked to evaluate it. Do they agree or disagree with it? What will the decision mean for the parties? For society? In some cases the decision will not be given and students should be asked to reach their own decision. For example, students might be asked how would you decide this case and why? After the students have

reached their own conclusions, the teacher can tell them the actual result or holding in the case, at which point students can compare their own result to that of the court.

6. Variations: When conducting a case study the teacher may wish to try one of the variations on the case method. Typical variations include:

- Giving Students an Entire Case: (i.e., facts, issues, arguments, decision and reasoning). This approach focuses on students identification and comprehension of the facts, issues, decision and student evaluation of the decision and the court's reasoning.

- Giving Students Unmarked Opinions (i.e., facts, issues, arguments and unmarked judicial opinions): Using this approach students are not told which of the court opinions is the actual holding of the court. Rather, they are asked to select the opinion they agree with and explain why. Later they can be given the actual holding and asked to compare their reasoning and result against that of the court.

- Giving Students Only the Facts: Using this approach students are asked to identify and formulate the issues, prepare arguments on each side, develop a decision and then evaluate their issues, arguments and decision against the actual holding of the court.

Anthropology

Introduction/Perspectives

"The central goal of anthropology is to explain why groups of people are different from each other: to explain why they have different physical characteristics, speak different languages, use different technologies and why they think, believe and act so differently" (White, 1989). Yet even though groups of people are different from each other, they also share similarities. Anthropologists also seek to understand the common elements of humanity. Jack Ellison once wrote:

> *One value of [anthropology] is that it is concerned with the most basic human relationships and institutions: parent-child relationships, the family, marriage, death, growing up, man and the unknown, man and the physical environment, man's relationship to other men. A cross-cultural study of societies which have developed outside the orbit of Western civilization enables the students to see how differently various societies have structured these relationships and, at the same time, to observe the recurrent individual and social needs which must be met.* (Ellison, 1960)

General anthropology today seeks to answer four major questions:

- What is the relationship of people in a primitive state to the emergence of civilization?

- How do the works of early man bridge the gap between prehistoric and historic cultures?

- In what ways is the diversity of languages related to the distribution and affinities of peoples and their cultures?

- How did the human species originate and evolve into racial types? (What is the relationship of physical to social evolution?) (Rice, 1993)

Anthropology is subdivided into four main areas:

1. Physical anthropology is the study of the physical characteristics and social behavior of humans in the past as well as present.
2. Archaeology is the study of the material remains of cultures.
3. Anthropological linguistics is the study of how groups of people use language.
4. Cultural anthropology is the description of different groups' ways of life.

The National Council for the Social Studies, in its *Expectations of Excellence: Curriculum Standards for Social Studies*, recommends that social studies programs at the high school level should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- analyze and explain the ways groups, societies and cultures address human needs and concerns;
- predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values and behavior patterns;
- compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- demonstrate the value of cultural diversity, as well as cohesion, within and across groups;
- interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- construct reasoned judgments about specific cultural responses to persistent human issues; and
- explain and apply ideas, theories and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

Course Description

Topics of study in a typical secondary anthropology course might include

- Introduction to anthropology

- The origin of humankind
- Culture
- Effects of culture
- Tools
- Technology
- Economic systems
- The family
- Other social systems and relationships
- Humankind and religion
- Language and speech
- Humankind, art and literature

Science, Technology and Society

Introduction/Perspective

The integration of science-technology-society (STS) into the social studies curriculum has received considerable attention due to the pervasive issues arising from our society's reliance on technology. A key component of STS is developing an understanding of the social changes and consequences associated with the introduction of technological advances. However, the power of technology is not absolute, and society plays a critical role in promoting public policy which promotes or limits the role of science. The reciprocal interaction between technology and society is evidenced by the influence that society exerts on the pace of scientific inquiry by establishing controls on the allocation of resources and the development of regulations and policies. In dealing with STS in the curriculum, social studies educators may approach this strand in one of three ways: (1) infusing STS into existing social studies courses; (2) extending existing social studies units; or (3) creating STS courses. Since the current curricula is already overextended, it may be more reasonable to incorporate this perspective into existing curriculum across all content areas and grade levels. Due to the vast amount of content that may be addressed under the auspices of STS, specific lists of standards seem unrealistic. An alternative approach which is more conducive to the widespread integration of STS involves the presentation of key concepts and generalizations which could be addressed in any social studies content area.

Key Concepts and Generalizations

The following concepts and generalizations may be incorporated within the other standards regardless of grade level or subject:

- Society is becoming increasingly dependent on technology.
- Science and technology bring about expected and unexpected

consequences which have an impact on historical events and on current political, social and economic functioning worldwide.

- Social groups are differentially impacted by technological innovation.
- The values of a culture are reflected in their technological advancements.
- Technology often develops faster than the social institutions it affects.
- Technological innovations require trade-offs in the form of resource allocation and the development of regulations and policies.

The NCSS in its *Expectations of Excellence: Curriculum Standards for Social Studies* suggests that social studies programs should include experiences that provide for the study of relationships among science, technology and society, so that the learner at the various levels can achieve the following:

Elementary students should be able to

- identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation and communications;
- identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levies, offshore oil drilling, medicine from rain forests and loss of rain forests due to extraction of resources or alternative uses;
- describe instances in which changes in values, beliefs and attitudes have resulted from new scientific and technological knowledge such as conservation of resources and awareness of chemicals harmful to life and the environment; and
- suggest ways to monitor science and technology in order to protect the physical environment, individual rights and the common good.

Middle School students should be able to

- examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine and warfare;
- show through specific examples how science and technology have changed peoples' perceptions of the social and natural world, such as in the relationship to the land, animal life, family life and economic needs, wants and security;
- describe examples in which values, beliefs and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, applications of atomic energy and genetic discoveries;
- explain the need for laws and policies to govern scientific and technological applications, such as in the safety and well-being of workers and consumers and the regulation of utilities, radio and television; and

- seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.

High School students should be able to

- identify and describe both current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings;

- make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place and human-environment interactions;

- analyze how science and technology influence the core values, beliefs and attitudes of society and how core values, beliefs and attitudes of society shape scientific and technological change;

- evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, such as genetically engineered plants and animals;

- recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards and technologies from diverse world cultures; and

- formulate strategies and develop policies for influencing public discussions associated with technology-society issues such as the greenhouse effect.

Chapter 5

PROFESSIONAL DEVELOPMENT AND TEACHER EDUCATION

- The Role of Higher Education
  - Social Studies Subject Matter
  - The Role of Academic Professors
  - Pedagogy and the World of the Schools
- Professional Development
  - What is High-Quality Professional Development?
  - Recertification
- Systemic Collaboration

This chapter focuses attention on the question of how best to prepare social studies teachers and provide for their professional development in the field. Because of the nature of social studies as a broad field of study, some differences exist as to the appropriate training which should be required to teach in the field. Clearly, to teach the subject well, one must know the subject well. However, social studies as an integrative field is drawn from a number of academic disciplines--in this document we emphasize four of those: history, political science, geography and economics. The dilemma, then, is complex. Should one preparing for teaching in social studies do so in the "broad field," receiving exposure to the wide range of disciplines that inform social studies, yet receiving no in-depth training in a specific discipline? Or, should one do so with in-depth preparation in a discipline--akin to a college major in that discipline--with enough exposure to the others to enable integration in the classroom? In part, the answer to this dilemma depends on the grade level at which the subject is being taught. Regardless of the level--elementary, middle, or high school--those teaching social studies must have substantial course work in the field of social studies. The subject is too important to be taught by teachers with little or no background or interest in the field. Furthermore, the higher the school level for which the teacher is preparing, the more the course work should resemble a major in an academic discipline.

Expertise in an academic discipline is necessary but not sufficient for powerful teaching. Preparation for teaching in the social studies must include experiences that familiarize the candidate with the nature of the learner, learning theory, assessment, classroom management and the appropriate use of technology. Candidates should also have a strong background in the instructional methodologies that allow them to translate their knowledge in the academic discipline(s) into learning experiences for children.

Certification or licensure is only the first step in professional development. Once in the field, social studies teachers must have opportunities to grow as reflective practitioners. Therefore, this chapter also presents the characteristics of high quality professional development.

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The Role of Higher Education

Institutions of higher education must provide content of the discipline as well as the appropriate pedagogy.

Social Studies Subject Matter

Earlier in this chapter, the point was made that the higher the grade level an individual teaches, the more thorough his or her understanding of the subject matter should be. The following guidelines are recommended for the various levels.

Elementary. In order to adequately integrate history and the various social sciences as prescribed in this document, the candidates seeking elementary certification should complete a curriculum that includes United States and world history (including non-western civilizations), political science, economics and geography. This course work may be at the introductory level, but it should enable the elementary teacher to provide learners with the following kinds of experiences drawn from those disciplines. These descriptors are adapted from the NCSS Standards for Social Studies Teachers (1997).

- From *history*, provide learners with a sense of their own roots and their connections with others and the past; skills of historical thinking that will enable them to differentiate past, present and future time; and the ability to raise questions and to seek answers from historical stories and records from the past as they study the history of their families, communities, states, region, nation and of other nations or topics with world wide implications.

- From *government/political science*, provide learners with experiences that gives them a sense of their relationship to others and the need for rules for resolving conflicts and disagreements; and an introduction to government through the use of analogies with the governance of the family and the school.

- From *geography*, provide learners with the experiences that give them an understanding of the characteristics and purposes of geographic representation, such as maps, globes and satellite produced images; an understanding of their local community and nearby communities; the ability to locate major physical and human features in the United States and on the Earth and show how these physical and human processes together shape places and ways of living; opportunities to understand how people depend upon and modify the physical environment and how the physical environment can both accommodate and be endangered by human activities; understanding of how places and people's perceptions of places, change over time; and an introduction to the spatial dimensions of social and environmental problems.

- From *economics*, provide learners with experiences that enable them to understand the concepts of resources, economic wants, supply and demand, good and services and opportunity costs; experiences that allow them to see that resources are insufficient to provide everyone with everything they want, that people make choices that determine how resources are used and that choice means that something is given up.

Middle. In order to adequately integrate history and the various social sciences a prescribed in this document, the candidate seeking middle school certification in social studies should complete a curriculum that includes United States and world history (including non-western civilizations), political science, economics and geography. The subject matter course work for these individuals should include no less than 30% of a total four-year or extended-preparation program, with an area of concentration of at least 18 semester hours (24 quarter hours) in one academic discipline. Such a program of study should enable the middle-level social studies teacher to provide learners with the following kinds of experiences drawn from those disciplines. These descriptors are adapted from the NCSS Standards for Social Studies Teachers (1997).

- From *history*, provide learners with a more formal study of history than at the elementary level; opportunities to construct timelines and to group events by broadly defined eras; opportunities to study and interpret primary historical sources, taking into account the context of the historical period from which the sources are drawn; and opportunities to formulate historical questions and to identify the various points-of-view of individuals who held differing views on a dispute.

- From *government/political science*, provide learners with opportunities to answer questions such as:
  - What is civic life?
  - What is politics?
  - What is government?
  - What are the foundations of the American political system?
  - What are the basic values and principles of American democracy?
  - How does the government of the United States, established by the Constitution, embody the purposes, values and principles of American democracy?
  - What is the relationship of the United States to other nations and to world affairs?
  - What are the roles of the citizen in American democracy?

- From *geography*, provide learners with experiences in making and using maps, globes, charts, models and data bases to analyze spatial distributions and properties; skills to analyze the physical and human characteristics of places and how different human groups alter places in distinct ways; the ability to identify and understand how technology shapes the physical and human characteristics of places; an understanding of how ecosystems work and how physical processes and human activities influence change in ecosystems; an understanding of the impact of spatial variations in population distribution and migration, as well as in the effects of migration on the characteristics of places; an introduction to the processes of cultural diffusion and urbanization and to the fundamental role of energy resources in society; and the ability to apply a geographic point of view to solve social and environmental problems.

- From *economics*, provide learners with experiences that enable them to understand the concept of scarcity; understanding that economic choices involve tradeoffs; that governments and societies experience scarcity as well as individuals; that the choices people make have consequences; and learners realize that the evaluation of choices and opportunity costs can be subjective and in some respects differs across individuals and societies.

High School. In order to teach Global Studies (world history and world geography), U.S. History, economics, government, or social science electives at the high school level, the candidate seeking secondary certification should complete a curriculum in which no less than 40% of the course work is in history and the social sciences. At least 30 semester hours (40 quarter hours) should be devoted to one academic area. Such a program of study should enable the high school-level social studies teacher to provide learners with the following kinds of experiences drawn from those disciplines. These experiences should require students to do much more than simply recount information. Rather, they should begin to reflect a much more sophisticated understanding of the structure of the discipline that is being addressed. These descriptors are adapted from the NCSS Standards for Social Studies Teachers (1997).

- From *history*, provide learners with opportunities to engage in a sophisticated analysis and reconstruction of the past; draw upon various forms of data in order to elaborate upon information provided by historical sources; distinguish between accepted historical facts and interpretations; consider multiple perspectives in interpreting the past; make choices regarding historical sources, drawing from bibliographical studies; and utilize historical methodologies in analyzing and defending historical arguments.

- From *government/political science*, provide learners an opportunity to develop an understanding of civic life, politics and government, so that the learners can explore the origins of governmental authority and recognize the need for government; identify the crucial functions of government, including laws and rules; evaluate rules and laws; differentiate between limited and unlimited government and appreciate the importance of limitations on government power; explore American democracy, including the American idea of constitutional government, the impact of the distinctive characteristics of American society on our government, the nature of the American political culture and the values and principles that are basic to American life and government; understand how the government of the United States operates under the Constitution and the purposes, values and principles of American democracy, including the ideas of distributed, shared and limited powers of government; identify how national, state and local governments are organized; understand the relationship of the United States to other nations and to world affairs; develop an understanding of citizenship, its rights and responsibilities, as well as dispositions to participate effectively in civic life; and become aware of the full range of opportunities to participate as citizens in the American democracy and of their responsibilities for doing so.

- From *geography*, provide learners an opportunity to use geographic representations and tools to analyze, explain and solve geographic problems; apply concepts and models of spatial organization to make decisions; develop an understanding of how relationships between humans and the physical environment lead to the formation of places and to a sense of personal and community identity; understand how multiple criteria are used to define a region and to analyze geographic issues; understand the interactions of Earth's physical systems and the spatial consequences of physical processes across Earth's surface; understand the spatial characteristics of cultural convergence and divergence and facilitate an understanding of the classification, characteristics and spatial distribution of economic systems and the increasing economic interdependence of the world's economies; see how differing points of view and self-interest play roles in conflict over territory and resources; and learn how to use geographic knowledge, skills and perspectives to analyze problems and make decisions.

- From *economics*, provide learners an opportunity to understand the importance of choice in the face of limited resources and the different methods used to allocate goods and services; recognize the interrelationships of such concepts as specialization, voluntary exchange, markets and competition; understand the roles of institutions such as banks, corporations, legal systems, not-for-profit organizations and the belief in and enforcement of property rights; understand the role of money in a market economy; analyze the interrelationships between the various factors of production; and critically examine the economic role of government, including the costs and benefits of that role.

The Role of Academic Professors

While it is important for those seeking licensure to be exposed to the content in the field of social studies, the way they are exposed to that content is also important. It is a truism that one teaches the way one was taught. A dry rendition of facts does an injustice to the vitality and dynamism of academic disciplines. Therefore, it is important that college faculty engage students in discussions and activities that will lead to a more sophisticated understanding of their subject matter. That understanding should include not just the "facts," but the overriding and organizing themes, concepts and questions of the discipline. It should also expose students to the processes by which new information in a discipline is created and old information challenged. Those learning to be teachers must also learn how to be scholars. Without that background, there is little chance that students in the schools will be challenged by their teachers.

It is the more sophisticated understanding of academic subject matter that helps prepare teachers to develop dynamic and powerful teaching and learning situations. In that regard, it is important that ways be found to foster cooperative work between experts in the disciplines and those responsible for pedagogical training. This will require that colleges and universities find incentives for their academic faculty to work with colleagues in education and the public schools.

Pedagogy and the World of the Schools

Schools, colleges and departments of education must continue to play a role in the education of preservice teachers. All social studies teacher preparation programs should address the following pedagogical issues (adapted from the National Council for the Social Studies, 1997 Teacher Education Standards):

1. LEARNING AND DEVELOPMENT. Social studies teachers should possess the knowledge, capabilities and dispositions to provide learning opportunities at the appropriate school levels that support learner intellectual, social and personal development. Teachers should be attentive to the backgrounds and interests of their students and utilize this knowledge to enhance instruction.

2. DIFFERENCES IN LEARNING STYLES. Social studies teachers should possess the knowledge, capabilities and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.

3. CRITICAL THINKING, PROBLEM SOLVING AND PERFORMANCE SKILLS. Social studies teachers should possess the knowledge, capabilities and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.

4. ACTIVE LEARNING AND MOTIVATION. Social studies teachers should possess the knowledge, capabilities and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning and self-motivation.

5. INQUIRY, COLLABORATION AND SUPPORTIVE CLASSROOM INTERACTION. Social studies teachers should possess the knowledge, capabilities and dispositions to use at the appropriate school levels verbal, nonverbal and media communication techniques that foster active inquiry, collaboration and supportive interaction in the classroom.

6. PLANNING INSTRUCTION. Social studies teachers should possess the knowledge, capabilities and dispositions to plan instruction for the appropriate school levels based on understanding of subject matter, students, the community and curriculum goals.

7. ASSESSMENT. Social studies teachers should possess the knowledge, capabilities and dispositions to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the continuous intellectual, social and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning and portfolio strategies.

8. CLASSROOM MANAGEMENT. Learning takes place in environments characterized by civility and mutual respect. Social studies teachers should possess the knowledge, capabilities and dispositions to maintain a classroom environment conducive to learning.

9. REFLECTION AND PROFESSIONAL GROWTH. Social studies teachers should possess the knowledge, capabilities and dispositions to develop as reflective practitioners and continuous learners.

10. PROFESSIONAL LEADERSHIP. Social studies teachers should possess the knowledge, capabilities and dispositions to foster cross-subject matter collaboration and other positive relationships with school colleagues and positive associations with parents and others in the larger community to support student learning and well-being.

All social studies programs should contain the following essential elements (adapted from the National Council for the Social Studies):

1. COURSE OR COURSES ON TEACHING SOCIAL STUDIES. The course or courses should deal specifically with the nature of the social studies and with ideas, strategies and techniques for teaching social studies at the appropriate licensure level. The course or courses should be taught by instructors whose background experience and education are appropriate to social studies and it should

- be specific to the teaching of social studies and the disciplines from which social studies contents is drawn;

- enable students to select, integrate and translate the content and methods of investigation of history and the social science disciplines for use in social studies instruction; and

- prepare students to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests and abilities.

2. CLINICAL SCHOOL EXPERIENCES IN SOCIAL STUDIES SETTINGS. Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete multiple clinical experiences that begin early in a student's professional program and culminate in an integrative capstone of a substantial amount of time and that are closely supervised by qualifies professionals. Furthermore, these experiences should expose perspective teachers to a variety of teaching settings and diverse groups of students.

3. QUALIFIED FACULTY. Institutions preparing social studies teachers should provide faculty in all components of the program who are recognized as exemplary teachers and as scholars in their fields of specialization. Faculty should include social studies education specialists who are either (1) full-time, tenure-track faculty in social studies education who hold a doctoral degree with a major or emphasis in social studies education, history, or an academic discipline within the social studies field; or (2) are otherwise comparably qualified for their roles.

4. SUBSTANTIAL INSTRUCTION IN ACADEMIC AREAS WITHIN THE SOCIAL STUDIES FIELD. Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete subject matter content courses (history/social science) that include United States history, world history (including both western and non-western civilizations), political science (including U.S. Government), economics,

geography and behavioral sciences.

5. GENERAL STUDIES. Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete, in addition to professional and major courses, general arts and science courses that reach across several areas of study, including language arts, humanities, languages, mathematics, physical sciences and technology.

Professional Development

Licensure is only the beginning of a process of professional development that should continue throughout the career of the teacher. Teachers should be scholars and the essence of scholarship is continued inquiry and reflection. Teachers should pursue individualized professional development programs that enhance their knowledge of the content they teach as well as their ability to represent that knowledge in ways that are meaningful to students. The ideal suggested here is perhaps best expressed by Lee Shulman's concept of pedagogical content knowledge, "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented and adapted to the diverse interests and abilities of learners and presented for instruction."

Such an ideal requires continued study in the academic disciplines as well as reflective practice in the classroom. Reflective practice is how teachers make connections between "theory" and "practice." Teachers must examine the contexts in which they make decisions, the results of those decisions and build rationales for their decision-making. This can happen only when individual teachers themselves are central to plans for professional development. It rarely happens when professional development consists of the imposition of prescriptive practices "from the top down." Therefore, to produce reflective practitioners, professional development programs should

- encourage teachers individually to take responsibility for planning their own professional development;

- foster a community of social studies professionals based on the concepts of sharing, mentoring and mutual support;

- encourage active participation in professional organiza tions; and

- foster the maintenance of a current knowledge base in both scholarship and pedagogy.

Several years ago, the National Foundation for Improvement in Education analyzed what constitutes high-quality professional development. In 1996, after two years of examination of good schools and professional development opportunities, interviews with teachers and teacher leaders, as well as work with numerous focus groups, researchers and reformers, this organization published recommendations. South Carolina has added 2 more criteria, which are shown at the end of the following list:

What is High-Quality Professional Development?

High-quality professional development

- has the goal of improving student learning;
- helps teachers meet the future needs of students who learn in different ways and who come from diverse backgrounds;
- provides adequate time for inquiry, reflection and mentoring and is an important part of the normal working day of all educators;
- is rigorous, sustained and adequate to the long-term change of practice;
- is directed toward teachers' intellectual development and leadership;
- fosters a deepening of subject-matter knowledge, understanding of learning and appreciation of student's needs;
- is designed and directed by teachers, incorporates the best principles of adult learning and involves shared decisions;
- balances individual priorities with school and district needs;
- makes best use of new technologies;
- is site-based and supports a clear vision for students;
- includes exhibitions (demonstrations) of the skills; and
- includes evaluation procedures which assess long-term professional growth.

Recertification

To support the vision of professional development described here, the following recommendations for recertification should be pursued.

- Teachers certified in social studies should complete at least six semester hours of course work every five years, at least half of which must be in one of the academic areas that supports the social studies. Course work must relate directly to their teaching assignment.
- Teachers holding certification in non-social studies fields but who are teaching social studies at the middle or high school level must pursue full certification in social studies.
- Recertification should be supported by administrative leadership and resources at the local and state levels.
- To guide professional development, certification, or recertification, the teacher and district personnel must collaborate to outline an individualized professional development plan.

Systemic Collaboration

This prescription for social studies teacher education and professional development will require much more collaboration than now exists. We have already noted that much closer collaboration should exist between academic and education faculty in colleges

and universities. Colleges and universities must find ways for their academic faculty to work with colleagues in education and the public schools. At the state level, licensure policies must be developed that require academic preparation appropriate to the school level at which teachers will work. One cannot effectively serve on interdisciplinary teams at the middle school level, for example, if one does not understand the major organizing themes, concepts and methods of inquiry in one's academic discipline. These understandings provide the structure that allows integrated instruction. District systems must develop policies that foster the selection of teachers based on their academic accomplishments and potential for professional growth, not on their qualifications to fill extra-curricular positions. At the school level, teaching assignments must match the academic background of the teacher. At the middle school level, for example, those teaching on the sixth or seventh grade level should have had concentrated academic preparation in world geography or world history, those on the eighth grade level in U.S. history. At the high school level, subjects should be taught by those who majored or concentrated in those subjects.

Chapter 6

ASSESSMENT

Purposes of Assessment

Assessment Strategies

Norm-referenced and Criterion-referenced Assessments

Use of Assessments

Exemplary assessment

How can we tell if students know and can do social studies? How will we know when they have reached a desirable level of proficiency in history, geography, economics and government? This is the reason that assessment is such an essential element in education -- it is the only way we will ever be able to answer these questions. Assessing the progress of student learning and evaluating the effectiveness of social studies programs are also vital concerns in developing a valid, workable social studies curriculum. Assessment provides the critical data needed for planning, monitoring and modifying social studies programs. Assessment information can help teachers, students and their families focus on student learning and evaluate student progress.

Assessments help build more effective social studies programs when the kinds of assessments we use to monitor student learning are closely related to what we want students to learn (curriculum) and how we are teaching them (instruction). Assessment results should be communicated to students and parents and used by the teacher to guide instruction and design curriculum.

In addition to reflecting and supporting curriculum and instruction, assessments should measure both knowledge and skills. For example, a multiple-choice test may provide sufficient information about student learning of the facts about the American Revolution or the names of rivers and lakes. However, if teachers also expect students to create a timeline, interpret documents, or develop a demand schedule, they may find that open-ended questions or, at the classroom level, projects or other examples of student work may provide more useful information about what students are able to do.

Our goal for all of the students in South Carolina is to become adequately prepared for their lives in the next century. While it is difficult for us to imagine today what their lives will be like decades from now, we know that their success in the future and the success of American democracy itself may well be affected by their ability to use knowledge about the world and its peoples. Students also must be able to use appropriate methods for interpreting this information if they are to understand the issues and participate as educated citizens. Social studies assessment in South Carolina must assure that students

- are knowledgeable about social studies facts and methods and
- can use their knowledge and skills and can apply what they know about social studies to their everyday work and home lives.

Improving social studies assessment in South Carolina involves reviewing not only district and state accountability assessments but also the classroom assessments used by teachers for monitoring student progress and achievement. Improved social studies assessments will require students to use a knowledge base about events, peoples, places, economic concepts and governments to connect facts and ideas and to address practical, real-world social studies

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related problems. Students have to use the process standards in demonstrating this knowledge. Such assessments might ask students to analyze historical events, take and defend a pro or con position about an issue, read a topographical map, or explain a Constitutional amendment.

Purposes of Assessment

The primary reason for assessment is to improve student learning. Therefore, the statewide system should include assessment for instructional purposes (to inform teaching) and assessment for accountability (to inform the system). Effective assessments determine what students know and are able to do, as well as what they do not know or cannot do. Assessment results must be provided to students, teachers, parents, school administrators, school boards, policy-makers and the public.

Overall, assessment serves these purposes:

- **To improve social studies instruction and learning.** Good assessments support social studies instruction designed to help students become active learners and problem-solvers. Good teachers use assessment results to improve social studies instruction and learning by modifying instructional practices to address areas of weakness.

- **To motivate students and help them focus their learning efforts.** Assessment results should give students information that helps them identify their strengths and weaknesses. Classroom assessments, in particular, should provide explicit and detailed feedback about student performance.

- **To report academic achievement and progress.** Reporting assessment results provides a way of communicating about student achievement to students and parents. Results of assessments inform students about their progress and assist them in making decisions about their personal academic goals. Assessment results also often provide parents with information critical to understanding their children's academic progress and to making decisions about future academic pursuits.

- **To select students for admission to programs.** Comparing assessment results to program standards allows teachers or administrators to make informed decisions when recommending students for programs. Results of assessments provide a means to match student achievement with program standards.

- **To determine the effectiveness of social studies programs.** Assessments inform students, teachers, administrators and the public about the types of changes or improvements necessary for educational programs to meet their potential goals. Educators can use the results of assessments to set directions for future development of social studies education programs.

- **To provide accountability.** Assessment results allow policy-makers to decide what changes in policy or distribution of resources may be necessary to deliver the highest quality social studies education for ALL students. Analyzing the results of local and statewide assessments helps those responsible for the system to make informed decisions affecting South Carolina's schools.

Assessment Strategies

A variety of assessment strategies including traditional, authentic and performance-based assessments should be used to measure student progress and gain information about instructional practices in the social studies classroom. Performance assessment involves everyday problems in which students are given the opportunity to make decisions and apply what they know. Performance-based assessments require students to complete a task, construct a response that demonstrates knowledge of a skill or process, or to create a product. Performance-based assessments in social studies reflect classroom instructional methods that emphasize a hands-on approach to the interpretation of issues and problems. Assessments in social studies might include such activities as:

- demonstrations by students of their social studies knowledge as a part of exhibits or debates,
- student-teacher interviews,
- student presentations of the pros and cons of issues,
- student entries in journals,
- student samples of work,
- participation in civic events, service learning (voluntary),
- student reports on events and issues, and
- student responses to open-ended questions that require interpretation and analysis of documents and data.

More traditional assessments include pencil-and-paper tests such as multiple-choice tests, matching tests, true-false tests or short-answer questions in which students are asked to recognize the correct answer, restate information, or explain a concept.

Norm-referenced and Criterion-referenced Assessments

Standardized tests, which are **criterion-referenced tests** (CRTs), tell us how well a student does compared to standards of achievement in the content area tested. For example, student performance on the 1992 National Assessment of Educational Progress (NAEP) tests in mathematics were reported as Basic, Proficient, or Advanced, depending on the extent to which the student demonstrated proficiency in mathematics. Current state plans call for similar reporting of proficiency on statewide assessments in social studies. These tests will be constructed by the State Department of Education using the standards in this document, which are aligned with national standards.

South Carolina students in some districts also take national **norm-referenced tests** (NRTs) in social studies. Norm-referenced test results provide information on how a student is performing relative to other students in a norm or comparison group. Student scores from a norm-referenced test are reported in terms of percentiles. For example, a student whose score was at the 90th percentile on a norm-referenced social studies test achieved as well as or better than 90% of the students in the comparison group. National NRTs in social studies are currently not administered to South Carolina students statewide.

Criterion-referenced interpretations of test data are most useful for improving instructional practices and for identifying the strengths and weaknesses of individual students in a content area. Norm-referenced interpretations are most useful for selecting students for programs in which there is a limit to the number of students who can be served; norm-referenced assessments are designated to rank students from high to low.

Use of Assessments

Assessment for Instructional Purposes

Classroom teachers, schools, districts and the state will be responsible for assessments that address instruction. It is recommended that assessments for instructional purposes be

- aligned with previous instruction and assignments,
- varied in format including performance-based assessments,
- ongoing in the classroom, and
- consistent with standards.

Students should be required to move beyond the basic skills and recall of content knowledge by adding to the basic skills assessments that demonstrate higher-order process skills such as

- analysis and interpretation of information and documents,
- critical reasoning,
- problem-solving, and
- application of knowledge.

Professional development opportunities, as well as sample assessments, scoring rubrics and instruction in how to use alternative assessments will be available to teachers. The State Department of Education should set high academic achievement levels based on the process and knowledge standards in this framework and provide feedback to schools and districts. The professional organizations should also provide leadership in improving classroom assessment practices.

Assessment for Accountability - State Assessment Program

- Assessments should reflect what we want excellent social studies instruction to be. They should include open-ended questions that provide opportunities for students to demonstrate critical reasoning and problem-solving in realistic environments.
- Assessments should draw on the process skills and the knowledge standards in social studies.
- The High School Exit Examination, which students must pass to receive a high school diploma, will assess whether students have demonstrated a basic, proficient, or advanced level of achievement in social studies. Questions will cover the relevant process and

achievement standards in all four areas of social studies.

- All students should participate in the assessments, and a report on each student's achievement should be provided to that student's parent(s) or guardian.

Exemplary assessment takes place under the following conditions:

o **Assessments should be aligned with their intended purposes.** Assessment plays a critical role in the classroom, and teachers must take time to consider how each assessment is to be used -- what is its purpose? The type of assessment instrument will often differ with the type of achievement or progress to be measured. An assessment that is meant to be diagnostic or is used for practice should not be used to determine a student's grade. Teachers should also consider how students will use assessment information.

o **Assessments should provide information that is useful for improving learning.** Information about students' strengths and weaknesses should be provided to students, teachers, administrators and parents so that the classroom and the social studies programs can be adjusted to improve learning. For classroom performance-based assessments, sharing the scoring rubric with students before the assessments are administered is an ideal way to convey what is expected. The rubric also provides an ideal framework for feedback to both students and parents on the results of the assessment.

o **Assessments should have a variety of formats.** Assessments should also take into account the different learning styles and intelligences of students and offer varied ways for students to demonstrate proficiency. The variety in formats offers opportunities to measure both knowledge and skills and fairly evaluate diverse groups of students.

o **Assessments should provide comprehensive feedback to students regarding their academic progress.** Assessments should inform students not only of what they have achieved but should also give them a clear picture of what they have yet to learn. In this way, students can expand their learning opportunities and knowledge.

o **Assessments should be equitable.** Assessments should offer all students optimal opportunities to demonstrate what they know and can do. Assessments should consider student differences, including ethnicity, gender and socioeconomic factors. Specific attention should be given to students with special needs.

o **Assessments should be open and ongoing.** Assessment should be an integral part of the learning process and the classroom. The best student evaluation is based on multiple and varied assessments made across time.

o **Assessments should measure what we want students to achieve.** The ability of students to demonstrate an understanding of the process skills and content of social studies is valued and should be tested.

o **Assessments should take advantage of new technologies.** Assessments should use multiple sources of information such as graphics, video, sound, simulations, or interactive tasks, appropriately. Technology allows students to travel beyond the classroom walls and work on tasks that would otherwise be too time-consuming, unsafe, or costly.

Chapter 7

INSTRUCTIONAL MATERIALS AND RESOURCES

State Adoption of Instructional Materials

Criteria for Selection of Materials and Resources

Instructional Technology

Supplementary Resources

South Carolina Resources

National Level Resources

This chapter addresses all the resources available for the teaching of social studies, including state-approved, district-selected and supplemental materials. All instructional materials and resources selected for use in South Carolina schools and districts should be consistent with the standards and recommendations in this Framework. Instructional materials and resources in social studies include:

- print resources -- books, journals, magazines, newspapers, primary sources;
- technological resources -- computers, CD ROM software, online resources, audio visual materials, laser disk programs, distance learning and interactive networks;
- human resources -- parents, organizations, authorities in various fields, governmental agencies and meetings;
- physical resources -- museums, sites, architecture, parks, archives, libraries, cemeteries; and
- hands-on resources -- maps, globes, art, music

State Adoption of Instructional Materials

The South Carolina State Board of Education adopts a menu of instructional materials and technology resources each year from which districts can select according to local needs. Subject area standards are used in the evaluation of the materials and resources. The kinds of materials that may be funded by the state were expanded in 1992 when legislation was passed that broadened the definition of instructional materials to cover any resource that assists in the instructional process, including, but not limited to, textbooks. This means that social studies materials may now include items that range from printed materials (which may or may not include a text) to computer software to video series. The legislation also increased the number of materials that may be approved for a discipline from five to an unlimited number, as long as the materials are aligned with Framework standards and other criteria such as those in Titles I and IX.

Local school districts appoint their own committees to make selections from the state-approved list. However, the adoption process has been revised to allow districts to submit additional materials for review if materials from the list do not fully meet the needs of their students.

Criteria for Selection of Materials and Resources

Instructional materials provide a foundation for a good social studies program, since they determine to a great extent the social studies that students encounter. They make social studies come alive and relevant for students. For this reason, the Framework team recommends the use of primary sources as much as possible in the classroom. Primary sources also allow students to examine actual evidence and draw their own inferences.

In addition to examining materials for alignment to the Framework standards, the following criteria may be helpful in evaluating materials and resources. Effective resources should

1. support curriculum standards;
2. be accurate and credible;
3. be appropriate for the student's developmental level;
4. be appropriate for diverse student populations;
5. stimulate student inquiry and exploration;
6. promote critical thinking and responding;
7. teach social studies process skills in the context of the activities;
8. allow students to work as individuals and as groups;
9. center on hands-on investigations of information that is historical, geographical, governmental and economical;
10. make use of materials and information that is available in the student's own locale;
11. facilitate integration with other subject areas;
12. include methods for assessing student learning; and
13. help prepare students for fulfilling a life as good citizens and for meeting the demands of the workplace.

Guidelines for the preparation, evaluation and selection of history textbooks have also been recommended by the American Historical Association. These recommendations include the following criteria:

- Factual coverage. History textbooks cannot cover every historical fact (individual, event, or document), so the principles and criteria for selections should be clearly identified. Information must be balanced, up-to-date, based on current historical research and reflect wider global perspectives.
- Historical Habits of Mind. Adequate history textbooks actively encourage the development of appropriate historical habits of mind beyond memorization. Textbooks should encourage critical thinking; include or be compatible with primary sources (so that students can gain skill in assessing different kinds of data, judge potential bias and build arguments from various pieces of evidence); promote the capacity to analyze change over time and generally promote active learning by raising issues and varying the types of information provided.

Instructional Technology

Social studies as a field of study has been significantly affected by computer networks and technological resources available in schools today. Technology allows immediate access to primary and/or the most up-to-date documents and data from across the world. Teachers should submit these materials to the same rigorous evaluation criteria as other instructional materials. Critical questions for teachers to ask in selecting instructional technology resources include

- Does the material enhance and support the standards?
- Is the information current?
- Is the source credible?
- Is the content accurate?
- Is the information presented in a logical and objective manner?
- Is the resource suitable for the intended audience?
- Are adequate operating instructions provided and is the product designed for easy use?
- Is hardware available to operate the material (software) under consideration?
- Do the instructional benefits justify the cost?

Since the relevance of many sources for social studies does depend on the recency of the information, this is an ideal field for students to learn and practice the technological skills that are becoming almost indispensable in every classroom. These opportunities should be available for every student.

Technology resources can provide practice in skills and expand the sources available to students. The ability to use a variety of sources; to analyze and interpret data and documents; to draw conclusions based on evidence; and to evaluate information and take a position can all be enhanced through the use of technology.

Teachers should be as selective with software and technology as they are with other materials and activities they use. Many companies offer preview policies to accommodate the need for appropriate and careful expenditures. Free materials should meet the same standards as those that are purchased.

Internet sites should also be previewed before being recommended to students. Students can be taught to evaluate the information available on the web. The following criteria are recommended by the Argus Clearinghouse <http://www. clearinghouse. net/ratings.htm/#desc> and may be used to rate technological information:

- **Description of the Resource**

description of the content

intended audience

frequency of updates

instructions for accessing the resource

reliability of performance (is the server frequently down?)

- **Quality of the Resource**

  quality of the content

  usability of the resource

  credibility of the authors

- **Design of the Resource**

  images that are attractive and load quickly

  layout that is professional

  navigational aids that facilitate use of the resource

- **Organization of the Resource**

  Is the site clearly organized by

    subject,

    format,

    audience,

    chronology,

    geography, and/or

    authors?

- **Information about the Resource itself**

  mission (why it was created, what it includes and what it leaves out)

  how the site was researched and constructed

  information about the authors and their experience with the subject

  how to contact the author

Supplementary Resources

An education in social studies is a preparation for life. It is the fruit of much labor, and if it is to grow properly, needs nourishment from a range of resources. For the student, the teacher is one resource, the textbook another. But today there is a wealth of other resources available to enrich those two and to make the story of social studies become more real and alive.

In an effort to provide every social studies teacher with examples of sources of materials and activities, the following list has been developed. While this list is not comprehensive, it provides a starting point for social studies professionals to locate resources. These non-profit organizations are divided into national and state levels. Those at the state level may be statewide, or may be local but serve a statewide audience. They are not categorized by disciplines among the social studies since many offer interdisciplinary resources; and, interdisciplinary teaching is recommended in this framework. Addresses and telephone numbers were correct at the time this document was written. Although we have not attempted to list all of them, professional organizations within the specific disciplines often provide excellent resources for teachers; for example, the Organization for American Historians publishes *The Magazine of History*, which includes background information and lesson plans. Also, many commercial vendors provide materials to support and enhance the teaching of social studies. The media specialist in each school can provide catalogs from these companies. Teachers should explore ideas and share findings of other resources they have found particularly helpful.

NATIONAL LEVEL RESOURCES

AMERICAN ASSOCIATION FOR STATE AND LOCAL HISTORY

530 Church Street, Suite 600
Nashville, TN 37219-2325
615-255-2971
www.aaslh.org
e-mail: aaslh@nashville.net

Offers technical leaflets, books, magazines, workshops and conferences for educators, historians, museums and community organizations.

AMERICAN FOLKLIFE CENTER

101 Independence Ave. SE
Library of Congress
Washington, DC 20540-4610
202-707-5510
http://lcweb.loc.gov//folklife//

Offers a range of interdisciplinary resources about traditional ways of life. Its publications and web site feature teachers' guides to field work in folklife and to the use of folklife in the classroom. Its resource directory lists folklife organizations in the United States, Canada and Mexico. Actual field recordings of folk music from decades ago are available on its web site.

ASSOCIATION FOR THE STUDY OF AFRO-AMERICAN LIFE AND HISTORY

1407 Fourteenth St. NW

Washington, DC 20005
202-667-2822
www.asalh.org
e-mail: asalh@earthlink.net

Offers programs, conferences and publications, such as the Negro History Bulletin, which can support the teaching of African American history and culture in social studies.

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Sacramento, CA 94244
916-445-1260

One of the leaders in social studies education, the Department offers many publications related to the development of curricula and to the teaching and assessment of history, economics, geography and other disciplines of social studies.

CENTER FOR UNDERSTANDING OUR BUILT ENVIRONMENT (CUBE)

5328 W. 67th St.
Prairie Village, KS 66208
913-262-0691
www.cubekc.org
e-mail: ginny@cubekc.org

Bringing together educators with community partners across the nation, CUBE provides interdisciplinary courses, workshops, newsletters, videos, teaching guides and other resources to help students and teachers appreciate the heritage of their community.

COLORADO COUNCIL ON ECONOMIC EDUCATION

225 E. 16th Ave., Suite 740
Denver, CO 80203
303-832-8480
Fax: 303-832-8474
e-mail: ccee@csn.net

The Council focuses on improving economic education in grades K-12 and offers teachers conceptual background, teaching strategies and exemplary materials, which include videos, lesson plans, supplementary materials and simulations.

CONSTITUTIONAL RIGHTS FOUNDATION

601 South Kingsley Drive

Los Angeles, CA 90005

213-487-5590

e-mail: crfpubs1@aol.com

Offers publications for teaching government, U.S. history, world history, business, civic participation/service learning and students with special needs. Curriculum units are available with teachers' guides and individual or multiple student copies.

ECONOMICSAMERICA OF MICHIGAN

38505 Country Club Dr., Suite 125

Farmington Hills, MI 48331-3403

248-848-1025

Offers curriculum guides, lesson plans, multimedia programs, videotapes and guides to national resources on economic education.

ERIC CLEARINGHOUSE FOR SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION

Indiana University

2805 East 10th St. Suite 120

Bloomington, IN 47408

http://www.indiana.edu/~ssdc/eric_chess.htm

Produces ERIC database which includes citations to papers, lesson plans, teaching guides, pedagogy and other education-related topics. Publishes materials such as teaching guides to history and ERIC digests which contain brief essays with bibliographies on social studies topics. Provides reference and referral services for teachers to help search ERIC World Wide Web sites, which may include full text documents and to link to other sites.

FREE ENTERPRISE INSTITUTE

9525 Katy Freeway, Suite 303

Houston, TX 77024

713-984-1343

Promotes free enterprise economics education for high school students.

JUNIOR ACHIEVEMENT

National Headquarters

One Education Way

Colorado Springs, CO 80906-4477

719-540-8000

http://www.ja.org

JA is a nonprofit economic education organization that operates in communities across the nation and in more than 100 countries worldwide. It offers programs at each grade level, K-12, designed to provide a fundamental understanding of the American free enterprise system. JA's purpose is to educate and inspire young people to value free enterprise, business and economics to improve the quality of their lives. At the heart of JA programs are thousands of classroom volunteers, from diverse areas of the community and different walks of life, who deliver its programs in school classrooms.

LIBRARY OF CONGRESS

National Digital Library Program

Washington, DC 20540-1320

202-707-2235

e-mail: ndlpedu@loc.gov

As the nation's library, the Library of Congress offers a wide range of services. Although its reading rooms are closed to school-age children, the Library of Congress National Digital Library is now bringing millions of the Library's unique American history collections into schools and classrooms across the country. Online programs include:

American Memory Collections: http://www.loc.gov/

Documents, films, manuscripts, photographs and sound recordings tell the story of American history. Examples include portraits of presidents and first ladies, history of African Americans, women, agriculture and conservation.

The Learning Page: http://lcweb2.loc.gov/ammem/ndlpedu

Education-related help for searching the collections includes Tutorials, Educator's Page and Pathfinder Pages to events, topics, people, time and places of American history.

Thomas: http://thomas.loc.gov

Full-text searchable legislation and the Congressional Record from the 103rd Congress forward, Congressional

Record Index, Bill Summaries, major legislation, full text of the Constitution of the United States and How Our Laws Are Made.

Copyright: http://lcweb/copyright

Information about the U.S. Copyright Office and the copyright registration process, copyright circulars and form letters and other copyright-related topics and materials.

Locis: telnet://locis.loc.gov

Catalog of bibliographic records for materials held by the Library of Congress, which also contains summaries, abstracts, chronologies and status of federal legislation from 1973 forward, copyright registration records and other databases.

LC Marvel: gopher://marvel.loc.gov

Information about Library of Congress events, facilities, publications and services.

NATIONAL AUDUBON SOCIETY

700 Broadway

New York, NY 10003

212-979-3000

http://www.audubon.org

Offers outreach programs and publications that can integrate nature, ecology and natural history into social studies. Owns and operates the Francis Beidler Forest near Ridgeville, SC.

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS

UCLA Book Zone

308 Westwood Plaza

Ackerman Union

Los Angeles, CA 90024-8311

Publishes a two-volume Source Book of resources to be used with the teaching of U.S. and world history.

NATIONAL CONFERENCE OF STATE HISTORIC PRESERVATION OFFICES

444 North Capitol St. NW

Suite 332

Washington, DC 20001

202-624-5465

Serves as a clearinghouse for state historic preservation offices. Each office provides information about historic places, archaeology, architecture and education programs in that state.

NATIONAL COUNCIL FOR ECONOMIC EDUCATION

1140 Avenue of the Americas

New York, NY 10036

With its network of affiliated state councils, this organization works with school systems to develop curricula for teaching basic economics in elementary and secondary school. Publishes *A Framework for Teaching Basic Economic Concepts* with scope and sequence guidelines for grades K - 12. Has also produced *Virtual Economics: A User's Guide*, a CD-ROM project designed to teach students how economics can help them throughout their lives.

NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION (NCGE)

16-A Leonard Hall

Indiana University of Pennsylvania

Indiana, PA 15705

412-357-6290

http://multimedia2.freac.fsu.edu/ncge/

Supports the teaching and learning of geography themes, concepts and skills. Offers a catalog of resources for teaching at all levels, including lesson plans and activities, software, publications and map sources.

NATIONAL COUNCIL FOR HISTORY EDUCATION, INC.

26915 Westwood Rd. Suite B-2

Westlake, OH 44145

440-835-1295

This non-profit corporation is dedicated to promoting the importance of history in school and society. It offers a range of publications, conferences and workshops which are produced by classroom teachers, curriculum specialists and academic historians. Publications include Building a History Curriculum: Guidelines for Teaching History in Schools and Building a United States History Curriculum and Building a World History Curriculum.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS)

3501 Newark Street, N.W.

Washington, DC 20016

202-966-7840

http://www.ncss.org/online/

Provides members with research assistance and information about curriculum, assessment, scope and sequence and academic freedom. Sends publications to members; offers conferences and monitors government legislation.

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH)

1100 Pennsylvania Ave. NW

Washington, DC 20506

202-606-8387

e-mail: rcanevali@neh.fed.us

A federal grant-making agency promoting the humanities, the NEH supports a variety of projects in social studies, including summer institutes, development of curricula materials and partnerships among schools, museums and universities. A special focus is to help teachers use new electronic technologies to enhance education.

NATIONAL GEOGRAPHIC SOCIETY

1145 17th Street, NW

Washington, DC 20036-4688

800-368-2728

www.nationalgeographic.com

Publishes materials in a variety of formats to support all levels of social studies. Also offers teachers a free geography institutes education newsletter, *UPDATE*, for teachers, and sponsors the annual National Geography Bee.

NATIONAL HISTORY EDUCATION NETWORK

Department of History

Baker Hall

Carnegie Mellon University

Pittsburgh, PA 15213-3890

Serves as a clearinghouse for information about educational programs of its members. Offers resource directories and a newsletter with descriptions of materials (magazines, videos, lesson plans) and opportunities (conferences, workshops, summer institutes and fellowships).

NATIONAL TRUST FOR HISTORIC PRESERVATION

1785 Massachusetts Ave.

Washington, DC 20036

202-588-6000

As the national organization representing the private sector of historic preservation, the National Trust provides teachers ad students with many resources, including historic sites, regional offices and community-based programs, such as Main Street. Its variety of publications serve educators, students, preservationists and the public. In South Carolina, the National Trust may be accessed at:

The Southern Regional Office

National Trust for Historic Preservation

456 King St.

Charleston, SC 29403

803-722-8552

ORGANIZATION OF AMERICAN HISTORIANS (OAH)

112 North Bryan St.

Bloomington, Indiana 47448

812-855-7311

http://www.indiana.edu/oah

Serving professionals and teachers in American history, the OAH seeks to promote historical study and research. Its resources for social studies educators include conferences, teaching networks and publications, such as the *Magazine of History*, designed for teachers and providing articles and lesson plans.

POPULATION REFERENCE BUREAU

1875 Connecticut Ave., NW, Suite 520

Washington, DC 20009-5728

800-877-9881

http://www.prb.org/prb/

Publishes materials for educators, policymakers, the media and the public around the world about U.S. and international population trends so that they can make educated decisions that contribute to a better future for all.

SMITHSONIAN INSTITUTION

Smithsonian Office of Education

Arts & Industries Building

Room 1163, MRC 402

Washington, DC 20560

202-357-3229

202-357-3049

http://www.educate.si.edu.

Centered on the National Mall in Washington, the Smithsonian Institution is devoted to public education, basic research and national service in the arts, sciences and history. It is the largest complex of museums in the world. It publishes the "Smithsonian Resource Guide for Teachers," a guide to 455 materials available in all subject areas at the various locations. Among its museums and programs are:

Anacostia Museum

1901 Fort Place SE

Washington, DC

202-287-3369

Serves as a national center for exhibitions, research, historical documentation and educational programming related to African American history and culture.

Center for Folklife Programs and Cultural Studies

955 L'Enfant Plaza SW

Washington, DC

202-287-3424

Education specialists and folklife researchers provide educators with content and ideas for teaching about cultural diversity and seek to involve students in learning about their communities. Teacher seminars, kits, media products and publications are available.

National Air and Space Museum

Education Department

Independence Ave. at 7th St. SW

Washington, DC

202-357-1400

> Celebrates flight and the evolution of aviation and space technology. Its resource center offers educational materials.

National Gallery of Art

Dept. of Education Resources

4th and Constitution Ave. NW

Washington, DC 20565

202-842-6273

> Houses one of the finest collections in the world illustrating Western European and American achievements in painting, sculpture and graphic arts from the Middle Ages to modern times.

National Museum of African Art

Department of Education

950 Independence Ave. SW

Washington, DC

202-357-4600

> Dedicated to the traditional arts of Africa. Outreach programs and resources, including slide sets and videotapes, bring Africa into the classroom.

National Museum of American Art

8th and G Streets NW

Washington, DC

202-357-3111

> Displays a panorama of American art from the earliest works to those of the present. Teacher resource packets and other materials are available.

National Museum of American History

Constitution Ave. at 14th St. NW

Washington, DC

202-357-1481

Exhibits objects, documents and multimedia materials that reflect the experiences of the American people. Curriculum kits and other materials are available.

National Museum of the American Indian

George Gustav Heye Center

One Bowling Green

New York, NY 10004

212-825-6700

Committed to educating the public about the diverse native cultures of the Western Hemisphere.

National Portrait Gallery

8th and F Streets NW

Washington, DC

202-357-2920

Explores U.S. history through portraits of the men and women who created it.

Arthur M. Sackler Gallery

1050 Independence Ave. SW

Washington, DC

202-357-4880

Committed to making Asian art accessible to American audiences. Offers newsletter, packets and other materials for teachers.

UNITED NATIONS PUBLICATIONS

Sales and Marketing Section

Room DC2-853, Dept. D017

New York, NY 10017

http://www.un.org/Pubs/CyberSchoolBus

The United Nations' educational resources introduce students to the U.N. and a range of global issues, from refugees to women's rights and the environment. Materials include books, charts, videos and an online education site.

US DEPARTMENT OF THE INTERIOR NATIONAL PARK SERVICE

PO Box 37127, Suite 250

Washington, DE 20013-7127

202-343-9536

http://www.cr.nps.gov/nr/twhp/home.html

The National Park Service offers a variety of programs to improve the teaching of social studies:

"Teaching with Historic Places," a cooperative program between the Park Service and the National Trust for Historic Preservation, provides lesson plans, kits and technical assistance for developing lessons about places in each community. The materials integrate instruction across a range of disciplines through site-specific lesson plans. These encourage students to develop historical knowledge and critical thinking skills and to delve into historical resources in their own communities. Some of the publications feature South Carolina, such as *When Rice Was King*, which focuses on Georgetown County and specifically on Chicora Wood Plantation on the Pee Dee River.

"Teaching with Historical Places" lesson plans may be ordered from:

Jackdaw Publications

PO Box 503

Amawalk, NY 10501

800-789-0022

Other products include *How to Teach with Historic Places: A Technical Assistance Sourcebook and A Curriculum Framework -- For Professional Development and Training.* Such products examine how to relate historic places to the curriculum and suggest instructional strategies and partnership.

The *Technical Assistance Sourcebook* and the *Curriculum Framework* may be ordered from:

The National Trust for Historic Preservation

1785 Massachusetts Ave., NW

Washington, DC 20030

202-588-6286

"National Parks as Classrooms" and the "National Parks' American Treasures" are programs which help teachers and students learn about national parks in South Carolina and the nation and help them prepare for national part visits. To order, contact the nearest National Park.

Discover Our Shared Heritage is a series of publications consisting of travel itineraries that explore the nation's past through visiting historic places which reflect major aspects of American history. The itineraries offer self-guided tours with historical essays, maps, photographs and descriptions of each place's significance in American history, architecture, engineering and culture. These may be ordered from the National Park Service or from:

National Conference of State Historic
Preservation Officers

444 North Capitol St. NW Suite 332

Washington, DC 20001

202-624-5465

U.S. GEOLOGICAL SURVEY

Information Services

Box 25286

Denver, CO 80225

303-202-4700

http://www.usgs.gov

Offers publications for educators on environment-related issues, information on geologic hazards, state and national geologic maps, posters and reference lists. The US Geological Survey Library in Reston, Virginia, serves as a special resource for teachers of grades K - 12 with a collection of books, videos, software programs, lesson plans, hands-on materials and activity kits. The library may be accessed by:

http://geology.er.usgs.gov/eastern/geocenter.html

SOUTH CAROLINA RESOURCES

AVERY RESEARCH CENTER FOR AFRICAN AMERICAN HISTORY AND CULTURE

College of Charleston

125 Bull St.

Charleston, SC 29401-1247

Serves as an archives of African American history and produces on-site school programs, exhibits, workshops, publications, community-based programs and research projects.

CHARLESTON MUSEUM

360 Meeting St.

Charleston, SC 29403

803-722-2996

Fax: 803-722-1784

The first museum in America, the Charleston Museum and its historic houses preserve and interpret the natural and cultural history of the South Carolina Lowcountry. Its variety of discovery experiences and tours for pre-school through 8th grade are designed to supplement curricula and to emphasize hands-on participation. subject areas include South Carolina flora and fauna, dinosaurs, archaeology, architecture and the lifestyles of native Americans, African Americans and Americans of European descent.

CHICORA FOUNDATION, INC.

PO Box 8664

861 Arbutus Drive

Columbia, SC 29202

803-787-6910

Has brochures, booklets and curricula packages for classes in social studies and South Carolina history. Also provides speakers for grades 2-12 on topics such as archaeology, Native American history and African-American history.

COLUMBIA MUSEUM OF ART

1112 Bull St.

Columbia, SC

803-799-2810

(Note: the museum is moving to Main Street in 1998)

By using its extensive collections and other resources, this museum can help educators convey the interdisciplinary nature of social studies in general and, more specifically, help them teach the history of art. Curriculum-based tours, publications and other offerings have been developed especially for schools.

CONFEDERATION OF SOUTH CAROLINA LOCAL HISTORICAL SOCIETIES

c/o S.C. Dept. of Archives and History

P.O. Box 10999

Columbia, SC 29211

803-734-8595

Provides a directory of all local historical societies in the state as well as conferences.

DRAYTON HALL

3380 Ashley River Road

Charleston, SC 29414

803-766-0188

Owned and operated by the National Trust for Historic Preservation, this 18th century plantation site offers curriculum-based programs and materials for school groups and teachers. Topics include archaeology, plantation life, historic preservation and architecture. Nature walks interpret the historical relationships between the land and people. The site also offers videotapes, bibliographies, guides to architectural styles and pre-visit materials.

HISTORIC BEAUFORT FOUNDATION

PO Box 11,801

801 Bay St.

Beaufort, SC 29901

803-524-6334

Fax: 803-524-6240

e-mail: histbft@hargray.com

Serving as the regional historic preservation organization, the Foundation operates the John Mark Verdier House, an interpretive center for the history and culture of Beaufort as reflected in its man-made environments. Offerings include tours for school groups, educational materials and speakers.

HISTORIC CAMDEN FOUNDATION

222 Broad St.

Camden, SC 29020

803-432-9841

Provides tours, public programs and other educational activities related to 18th century life, the Revolutionary War and the history of Camden and its region.

HISTORIC COLUMBIA FOUNDATION

1601 Richland St.

Columbia, SC

803-252-7742

Offers tours of historic houses and landscapes as well as other interdisciplinary programs for both teachers and students, related to the history and culture of Columbia and the state.

THE MIDDLETON PLACE FOUNDATION

Ashley River Road

Charleston, SC 29414

803-556-6020

The Foundation owns and operates Middleton Place, an 18th century plantation encompassing America's oldest extant formal gardens, the Middleton Place House and the Plantation Stableyards. Its range of tours and activities focuses on the history of planters and of African Americans, on historic crafts and agricultural skills and on botany and environmental concerns. The foundation also offers school programs at the Edmondston-Alston Home, an antebellum home of rice planters, which it also owns and operates and which is located on the Battery in Charleston.

PALMETTO TRUST FOR HISTORIC PRESERVATION

P.O. BOX 12547

COLUMBIA, SC 29211

803-771-6132

The Trust is South Carolina's only private, statewide historical preservation organization. It seeks to save endangered historical buildings and is developing educational programs for students and teachers.

THE PENN CENTER

York W. Bailey Museum

P.O. Box 126

St. Helena Island, SC 29920

803-838-2432

Fax: 803-838-8545

e-mail: Penncent@hargray.com

Penn Center is among the oldest and most historically significant African American cultural and educational institutions in North America. The National Historical Landmark District, on which it is located, features the Penn School, the first freedmen's school, founded in 1862. The Bailey Museum offers exhibits, tours and other programs, showing the Frican connection to the Gullah people of the Sea Islands and presenting traditional ways of life of African Americans in the Lowcountry.

SOUTH CAROLINA BAR

P.O. Box 608

Columbia, SC 29202

Offers law-related education and citizenship programs, grants and activities.

SOUTH CAROLINA BUSINESS CENTER FOR EXCELLENCE IN EDUCATION

South Carolina Chamber of Commerce

1201 Main Street, Suite 1810

Columbia, SC 29201

Each year the Center stages summer youth camps for high school juniors and seniors to teach the principles of the American free enterprise system. The Center also publishes a student brochure, "Getting Job Ready - It's Your Move," which includes employers' expectations. Also available is a teacher manual, "Strategies for Implementing School-to-Work for Teachers and Schools."

SOUTH CAROLINA BUSINESS HALL OF FAME

P.O. Box 532

Columbia, SC 29202

803-252-1974

http://theweb.badm.sc.edu/ja

The South Carolina Business Hall of Fame was established in 1985 by Junior Achievement and *The State* newspaper to honor the champions of free enterprise and to present role models in business to young people. Biographies of inductees are available on the website. Videos of honorees are available for classroom viewing.

SOUTH CAROLINA COUNCIL FOR THE SOCIAL STUDIES (SCCSS)

P.O. Box 11746

Columbia, SC 29211-1746

www.scsn.net/users/sccss

Affiliated with the National Council for the Social Studies, this organization offers its members the chance to share strategies with colleagues, to have access to new resource material and to keep abreast of the national education scene. Members receive the state publication and can attend the annual conference.

SOUTH CAROLINA COUNCIL ON ECONOMIC EDUCATION

College of Business Administration

University of South Carolina

1705 College Street

Columbia, SC 29208

803-777-8676

e-mail: SCCEE@darla.badm.sc.edu

The Council offers programs for teachers in grades K-12 to help them give their students a foundation in economics. It also has lesson guides for social studies teachers which include student activities for grades 1-5 and additional lesson plans for all social studies teachers in the areas of geography, world history, United States history, economics and environmental studies. The Council conducts "The Stock Market Game," a simulation in paper and internet versions.

SOUTH CAROLINA DEPARTMENT OF ARCHIVES AND HISTORY

1430 Senate Street

P.O. Box 11,669

Columbia SC 29211-2669

803-734-8577

www.scdah.sc.edu/homepage.htm

The Archives has published eight curriculum resources written for middle school students of South Carolina history that are available on compact disks. A ninth packet, "Heritage Education" is written on the fifth grade level, but has activities suitable for any age group. There is also a coloring book of South Carolina symbols suitable for elementary grades. These materials may be purchased from the Archives. Also available are teacher in-services, classroom presentations, tours and research visits.

SOUTH CAROLINA DEPARTMENT OF NATURAL RESOURCES

P.O. Box 167

1000 Assembly St.

Columbia, SC 29202

803-734-3888

www.dnr.state.sc.us

e-mail: steveb@scdnr.state.sc.us

Active in multidisciplinary education, DNR offers publications, classroom resources, teacher training programs, summer workshops and school programs for grades K - 12. A guidebook identifies all its programs and services.

SOUTH CAROLINA DEPARTMENT OF PARKS, RECREATION AND TOURISM

1205 Pendleton St.

Columbia, SC 29201

803-734-0156

www. visitorsc.com

A multifaceted agency, PRT can be useful in many ways to teachers. One of its divisions, the S.C. Park Service, operates over 40 parks, historic sites and natural areas, including 14 on the National Register of Historic Places. The Park Service provides publications, kits and workshops for teachers as well as interdisciplinary, curriculum-based tours for schools.

PRT's Heritage Corridor, traversing the state from Oconee to Charleston, will offer guides to cultural and natural resources in communities along its route, which can be used to enrich the teaching of South Carolina history, economics and geography.

SOUTH CAROLINA DOWNTOWN DEVELOPMENT ASSOCIATION

P.O Box 11637

Columbia, SC 29211

803-799-9574

www.midnet.sc.edu/dtrv/homepage.htm

e-mail: community@mascd.state.sc.us

Provides many programs and services to promote downtown economic and cultural development statewide. Its "Downtown As A Classroom" program, developed in collaboration with the SC Department of Education, seeks to build lasting cooperative efforts between local schools and the downtown and to use downtown as a training tool in civics, history, economics, arts and mathematics.

SOUTH CAROLINA GEOGRAPHIC ALLIANCE

Department of Geography

University of South Carolina

Columbia, SC 29208

888-895-2023

http://www.cla.sc.edu/cege/scga.htm

This group offers an electronic discussion group for teachers to exchange teaching ideas, collaborate on projects, find out new information and stay abreast of what is happening in the Alliance. To confirm a subscription and learn about participation -- Send this e-mail message: SVB GeogSC-L your full name To this address: LISTSERV@vm.sc.edu

SOUTH CAROLINA HUMANITIES COUNCIL

1308 Columbia Dr.

P.O. Box 5287

Columbia, SC 29250

803-691-4100

e-mail: rlakers@aol.com

Dedicated to promoting and making the humanities accessible to all South Carolinians, the Humanities Council provides students and teachers with grant opportunities, services and resources, including a video library and speakers' bureau.

SOUTH CAROLINA INSTITUTE OF ARCHAEOLOGY AND ANTHROPOLOGY

1321 Pendleton Street

Columbia, SC 29208-0071

803-777-8170

Publishes "Archaeology in the Classroom," a packet including activities and resources that is designed for middle schools.

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

Audio Visual Library

1513 Gervais Street

Columbia, SC 29201

803-734-8918

Has films and videos for use by schools. These may be kept from two weeks to a semester.

SOUTH CAROLINA STATE MUSEUM

P.O. Box 100107

Columbia, SC 29202-3107

803-737-4999

www.museum.state.sc.us

e-mail: educationcurator@museum.state.sc.us

> Along with curriculum-based programs in art, natural history, science and technology, the museum offers hands-on social studies thematic lessons, tours, self-guided activities and classroom resources for grades K-12. Program themes include: Native Americans, transportation, archaeology, technology, colonial life, antebellum era, the Civil War and late 19th century rural and mill life.

SPARTANBURG COUNTY HISTORICAL ASSOCIATION

P.O. Box 887

Spartanburg, SC 29304

864-596-3501

> The Association operates three museum properties open for tours: Walnut Grove Plantation, Price House and the Regional Museum of Spartanburg County. Its school programs include living history activities, architectural and plantation studies and exhibits on regional history. The Association also promotes historic preservation.

THE UNIVERSITY LIBRARIES

The University of South Carolina

Columbia, SC 29208

803-777-4841

http://www.sc.edu/library/

> These libraries include the Business, Thomas Cooper, Math and Music libraries at the University. Access to their website can lead to resources related to the spectrum of disciplines included in social studies, not just in South Carolina but throughout the world.

UNIVERSITY OF SOUTH CAROLINA McKISSICK MUSEUM

Bull and Pendleton Streets

Columbia, SC 29201

803-777-7251

McKissick Museum, located on the historic Horseshoe at the University of South Carolina, was the University's main library until 1976. Now, the Museum offers exhibitions of art, folk art, science and history. Permanent exhibits include: The Baruch Silver Collection, Fluorescent Minerals and Gemstones and the Mineral Library.

Because of the complexity of this subject matter and the diverse learning styles and interests of students, a variety of supplemental materials and activities are needed in the social studies classroom. Classrooms should offer students opportunities for observation, manipulation of objects, exploration and discussion. In social studies, visits to museums, local landmarks, natural history parks and other locations offer educational experiences that will live in the memory and cognitive and affective learning of all students.

Chapter 8

SYSTEMIC SUPPORT FOR SOCIAL STUDIES

The welfare of our people, our communities and our democratic processes depends on education. Through the study of history, government, geography and economics, students develop the knowledge and skills that help them become active and informed citizens. The emphasis on educational reform and curriculum standards will require many changes and coordination at all levels. There must be support from educators, parents, business and industry, government officials and media.

School Boards	Parents
School Administrators	Communities
Teachers	Business and Industry
Professional Organizations	Government Officials
Institutions of Higher Learning	Media

School Boards

With a clear understanding of the rationale of the new South Carolina Social Studies Framework, the local school board has a responsibility to support and encourage its full implementation. The school board can support the Framework through appropriate policies which promote curriculum development and assessments and encourage professional development.

The school board can provide leadership by

- budgeting the resources needed to meet or exceed the recommended standards;
- encouraging interaction among districts, schools and teachers as a way of sharing ideas, information and practices;
- publicizing the success of outstanding social studies achievements; and
- promoting an educational climate that allows for innovation and encourages intellectual inquiry, achievement and growth for all students.

School Administrators

School administrators need an in-depth knowledge of the new framework in order to provide support. School officials can be a valuable resource in explaining to the public the underlying philosophy of the standards as well as the critical role of social studies in the school curriculum.

Administrators can support and improve the teaching of social studies by

- hiring personnel certified in social studies and matching teaching assignments to academic background;
- providing the expertise of a district level social studies supervisor or coordinator;
- collaborating closely with teachers as they begin implementing this framework;
- arranging interaction among teachers of social studies from elementary, middle and high schools;
- regulating and controlling class size as a means for effective instruction;
- ensuring equity in scheduling and teacher assignments;
- creating a climate that allows for innovation and encouraging intellectual inquiry, achievement and growth for all students;
- establishing outreach activities with parents, guardians, leaders in business and industry and other community members to build quality social studies programs; and
- rewarding teachers and students for outstanding performance in social studies.

Administrators must provide sufficient resources to ensure an exemplary social studies program by

- planning teachers' in-service training and workdays with meaningful activities;
- ensuring that teachers have time for planning and peer group meetings within their school;
- supporting teachers participating in professional organizations and activities; and
- providing necessary resources for technology such as computers with multimedia capabilities and access to the Internet, audio visual equipment and materials and instructional television and distance learning.

Teachers

Teachers can provide the impetus for bringing about change in the field of social studies. Individual teachers can demonstrate professionalism through leadership and articulation of the important issues and needs in social studies at the district, school and classroom level.

Teachers can ensure the development of a strong social studies program by

- using their own creativity and knowledge to inspire their students;
- taking advantage of available resources;
- participating in professional development opportunities;
- communicating with fellow educators and other stakeholders in high quality social studies educations;
- staying abreast of current research and technological innovations; and
- taking active roles in professional and community organizations.

Professional Organizations

Professional organizations have a responsibility to bring their members together to provide leadership and training. They have a responsibility to encourage policies that enhance social studies programs. They also can provide access to resources and current information to all teachers by

- providing for seminars, workshops, conferences and programs for the support of social studies;
- providing networking opportunities that encourage interaction among social studies teachers;
- serving as resources for governmental agencies and officials to make informed decisions about social studies; and
- encouraging and supporting the establishment and maintenance of standards for social studies teachers as professionals.

A list of national and state professional organizations related to social studies is provided in Chapter 7, "Instructional Materials and Resources."

Institutions of Higher Learning

South Carolina colleges and universities have the opportunities to be major players in supporting excellence in social studies education. It is imperative that colleges and universities provide teacher education programs that reflect the South Carolina Social Studies Framework by

- modeling effective teaching and assessment practices;
- providing professional development opportunities for teachers;
- providing the coursework needed by teachers seeking social studies certification;

- providing meaningful programs for social studies teachers, such as seminars, symposia and clinics; and
- encouraging faculty members to serve on social studies advisory boards and committees.

Parents

Parents are encouraged to provide a nurturing environment that fosters good study habits and high expectations of students. They must understand that a good social studies curriculum creates responsible young citizens, reinforces family traditions and builds a cohesive, productive and compassionate society.

Parents can participate in and provide support for social studies education by

- volunteering their time, expertise and experiences;
- attending school functions and activities;
- endorsing professional development and innovative activities;
- communicating with teachers about the childrens' progress in social studies;
- sharing family histories with their children;
- using community resources such as libraries and museums and attending cultural events;
- visiting historical and geographical sites during family vacations;
- learning local history and visiting points of interest; and
- modeling lifelong learning by reading, attending classes, watching educational television programs and utilizing computer technology.

Communities

Community organizations, both private and public, as well as individuals, have much to contribute to the nurturing of the intellectual and emotional growth of students. They can help support social studies education by studying this new framework carefully, making suggestions about its implementation and pushing for the improvement of the teaching of social studies. Such efforts could lead to the formulation of appropriate policies of school boards and administrations, could enhance curriculum development and assessments and encourage the hiring and assigning of educators to teach Social Studies, who are well qualified in the subject.

More specifically, individuals and organizations in communities can help social studies education by

- becoming more involved in local schools;
- celebrating and rewarding the achievements of students and teachers

in social studies;

- volunteering in schools;
- sponsoring programs and events in schools;
- promoting discussion of social and educational issues;
- funding projects and programs;
- providing service-learning opportunities, such as apprentices, internships, mentoring and shadowing;
- providing employment opportunities; and
- asking students and teachers to speak or participate in their meetings.

Business and Industry

Business and industry can be responsible corporate citizens in their support of social studies education. The economy and stability of the community, state and nation are dependent on the perpetuation and furtherance of a knowledgeable workforce.

Business and industry can encourage and support social studies reform by

- providing release time for employees and parents to visit or assist in classrooms and to serve as mentor or role model;
- providing personnel resources for consultation, teaching, field trips, career days and special programs, scholarships or incentives for teachers and internships for students and teachers;
- donating useful equipment and materials to schools;
- arranging for teachers to shadow business and industry role models and promote adopt-a-school or adopt-a-student programs;
- articulating business expectations to teachers and students;
- providing technical expertise to offer technology training and application;
- networking with schools to create realistic activities involving social studies; and
- helping to provide better career counseling at elementary, middle and secondary levels to reinforce the need for social studies in a wide range of careers.

Government Officials

Government officials can support the social studies curriculum by making informed decisions.

They can help ensure the future welfare of our state and nation by

- supporting social studies programs through the funding and legislative processes;
- informing schools of available government educational printed material;
- facilitating interaction among education, government and the private sector;
- passing legislation that encourages and promotes excellence in education; and
- recognizing and granting interviews to classes that tour government agencies.

Media

The media can also play a significant role in promoting social studies education. It can project social studies as a way of illuminating and preserving our national heritage. The media must provide an objective portrayal of this heritage in order to enable students to have a full understanding of our society.

The media can support social studies education by

- informing the public of the new standards in this Framework;
- reporting success stories of students and teachers;
- promoting a positive image of social studies education,
- helping to counteract stereotypes; and
- working with other social studies professionals to highlight groups, individuals and events which heretofore have received little media attention.

Chapter 9

CONCLUSION

This Framework presents standards and guidelines for the improvement of social studies education across South Carolina. In addition to the teachers, faculty and administrators represented on the Framework Team, feedback from numerous professionals and professional organizations locally and nationally has been sought and used in the writing of this document. The Framework offers a vision of what social studies education can and must be if our government is to remain a participatory democracy.

In addition to high standards that describe what students should know and be able to do in social studies, the Framework presents recommendations for teacher preparation, professional development, the selection of instructional materials/resources and the use of standards-based instruction and assessment. Several aspects of the *Social Studies Framework*, in particular, merit emphasis. This Framework:

- is adapted from the most recent national standards in each of the four disciplines: history, government/political science, geography and economics;
- offers grade-by-grade standards for K-8 and two sets of standards for high school: one set for grades 9-10 and one set for grades 11-12. These standards are specific enough for classroom planning, but broad enough to allow flexibility in the selection of curriculum, materials and teaching strategies;
- calls for the integration of the four disciplines in the teaching of social studies; and
- interprets and articulates social studies instruction as more than teaching one fact after another. The social studies standards require students to use both knowledge and skills, including making connections among times, events, issues, places and concepts. In addition to knowing important facts from the disciplines, students need to be able to: (1) access and retrieve information from a variety of sources [using available technology]; (2) understand, analyze and interpret data and issues; and (3) make decisions based on evidence.

An educated citizenry is the key to a successful democratic society. This Framework has attempted to illuminate the connection between social studies learning and democratic values. If there is to be a citizenry capable of dealing with issues that must be confronted in the 21st century, then there must be teaching and learning that prepares students for the challenges ahead. Improving social studies education is central to reaching that goal. However, this effort will require the involvement and support from the people of South Carolina: parents, students, teachers, administrators and business/industry -- all must work together to realize the high standards reflected in this Framework.

The implementation of this Framework should bring about a new day in social studies teaching and learning in our schools. The Framework Team believes that South Carolina is ready for the challenge. Let the work begin!

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Glossary

absolute advantage	exists in the production of a good when one country can produce a good more efficiently than another country
absolute location	the location of a point on the Earth's surface which can be expressed by a grid reference
atmosphere	the envelope of gases, aerosols and other materials that surround Earth and is held closely by gravity
authoritarian system	governments in which political power is concentrated in one person or a small groupand individuals and groups are subordinated to that power
balance of payments	the total flow of money into a country minus the total flow of money out of a country
balance of trade	the level of merchandise exported minus the level of merchandise imported
barter	a direct trade of goods or services
Before Common Era (BCE)	the period from the beginning of time to the birth of Christ (replaces B.C.)
Bill of Rights	the first ten amendments to the U.S. Constitution
biosphere	the realm of Earth which includes all plant and animal life forms
budget deficit	the amount by which federal government spending exceeds revenues each year
capital	wealth in the form of money or property owned, used or accumulated in business by an individual, partnership or corporation; any form of material wealth used in the production of more wealth
citizen	a member of a political society who has obligations to and is entitled to protection by and from the government
citizenship	the status of being a member of a state, one who owes allegiance to the government and is entitled to its protection and to political rights
civil rights	protections and privileges given to all U.S. citizens by the Constitution and the Bill of Rights
classism	discrimination or prejudice based on social class, e.g., lower class behavior
closed shop	a business that agrees to hire only those who are members of a union
collective bargaining	the process of having labor as a group negotiate with management to determine the terms of employment for all workers rather than having each worker negotiate

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	separately
Common Era (CE)	the period of time from the birth of Christ to the present (replaces A.D.)
common stock	a type of stock that gives the owner partial ownership of a corporation
comparative advantage	the principle that a country benefits from specializing in the production at which it is relatively most efficient
confederal system	an alliance of independent states manifesting a degree of national unity through a central government of united powers (e.g., Articles of Confederation, Confederate States of America)
Consumer Price Index	a number used to calculate changes in the average level of prices for a number of items typically bought by urban families
corporation	an organization of people legally bound together by a charter to conduct some type of business
cultural diffusion	the spread of cultural elements from one culture to another
cultural landscape	the human imprint on the physical environment; the humanized landscape as created or modified by people
culture	learned behavior of people, which includes languages, belief systems, social relationships, institutions and organizations as well as their material goods
currency	coins and paper money
deflation	a decline in the average level of prices
delegated powers	powers granted to the national government under the Constitution, as enumerated in Articles I, II and III
demand	the quantities of a good that consumers are willing and able to purchase at various prices during a given period of time
demand schedule	a table showing the quantities of a good that consumers are willing and able to purchase at various prices during a given period of time
democracy	a form of government in which political control is exercised by all the people, either directly or indirectly through their elected representatives
demographic change	change in population size, composition, rates of growth, density, fertility and mortality rate and patterns of migration
demography	the study of population statistics, changes and trends based on various measures of fertility, mortality and migration

deposit expansion	the number that expresses the relationship between a change in bank multiplier reserves and the change in the money supply
depression	a prolonged and severe decline in the level of economic activity
developed country	an area of the world that is technologically advanced, highly urbanized and wealthy, and has generally evolved through both economic and demo- graphic transitions
developing country	an area of the world that is changing from uneven growth to more constant economic conditions and that is generally characterized by low rates of urbanization, relatively high rates of infant mortality and illiteracy
diffusion	the spread of people, ideas, technology and products among places
direct tax	a tax paid by the person against whom the tax is levied
discount rate	the interest rate that banks must pay to borrow from the Federal Reserve System
distribution	the arrangement of items over a specified area
dividends	that part of a corporation's income paid to its stockholders
due process of law	the right of every citizen to be protected against arbitrary action by government
economics	the social science that deals with how society allocates its scarce resources among its unlimited wants and needs
ecosystem	a system formed by the interaction of all living organisms with each other and with the physical and chemical factors of the environment in which they live
entrepreneur	individuals who take the risk of producing a product for a profit
entrepreneurship	the managerial ability and risk taking that contribute to a productive society
environment	everything surrounding one (e.g., earth's environment includes everything in and on Earth's surface and its atmosphere within which organisms, communities, or objects exist)
equilibrium price	the price at which the quantity demanded equals the quantity supplied
excise tax	a sales tax levied only on a specific item
executive power	power of the president in implementing and enforcing laws
explicit costs	payments made to others as a cost of running a business
exports	goods and services that one country sells to another

factor of production	anything used to produce a good or service
federal system	form of political organization which governmental power is divided
(or federalism)	between a central government and territorial subdivisions - in the U.S., among the national, state and local governments
flow resources	resources that are neither renewable nor nonrenewable, but must be used when and where they occur or they are lost (e.g., sunlight, wind, running water)
foreign policy	policies of the federal government directed to matters beyond U.S. bor- ders, especially relations with other countries
fossil fuel	energy source formed in past geologic times from organic materials
franchise	right to vote
Geographic Information	a geographic database that contains information about the distribution of System (GIS) physical and human characteristics of places or areas
globe	a scale model of Earth that correctly represents area, relative size and shape of physical features, distance between points and true compass direction
government	institutions and procedures through which a territory and its people are ruled
Gross Domestic Product (GDP)	the total dollar value of all goods and services produced by resources located in the United States during one year's time
Gross National Product (GNP)	gross domestic product adjusted to include the value of goods and services from other countries subsequently used in producing goods and services in the home country
hydrosphere	the water realm of Earth, which includes water contained in the oceans, lakes, rivers, ground, glaciers and water vapor in the atmosphere
imports	goods and services that one country buys from another country
indirect tax	a tax that can be shifter to a party other than the one on whom the tax is levied
industrialization	the growth of machine production and the factory system. The process of introducing manufacturing into countries or regions where most of the people are engaged in primary economic activities
infant mortality rate	the annual number of deaths among infants under one year of age for every 1,000 live births; it usually provides an

	indication of health care levels
inflation	a rise in the average level of prices
institution (political)	organizations such as Congress, the presidency and the court system that play a significant role in the making, carrying out and enforcing laws and managing conflicts about them
interdependence	people relying on each other in different places or in the same place for ideas, goods and services
interest	the price paid for the use of money
International Monetary Fund	a bank established to promote economic cooperation by maintaining an orderly system of world trade and exchange rates
latitude	assuming that the Earth is a sphere, the latitude of a point on the surface is the angle measured at the center of the Earth between a ray lying on the plane of the Equator and a line connecting the center with the point on the globe
law of demand	the quantity demanded of a good will be greater at lower prices than will be the quantity demanded at higher prices
law of supply	states that the quantity of goods supplied will be greater at a higher price than it will at a lower price
linkage	contact and therefore flow of ideas, information, people, or products between places
lithosphere	the uppermost portion of the solid Earth, including soil, land and geologic formations
longitude	the position of a point on Earth's surface expressed as its angular distance, east or west, from the prime meridian to 180 degrees
majority rule	rule by more than half of those participating in a decision
map	a graphic representation of a portion of Earth that is usually drawn to scale on a flat surface
market	exchange activities between buyers and sellers of goods and services
market economy	an economy in which the economic questions are decided mostly by individuals in the marketplace
meridian	a north-south line of longitude used to measure both time and distance east and west of the prime meridian or longitude 0 degrees
migration	the act or process of people moving from one place to another with the intent of staying at the destination permanently or for a short period of time

model	a simplified form of reality that shows the relationship between different factors
monarchy	government in which political power is exercised by a single ruler under the claim of divine or hereditary right
monetary policy	the changing of the quantity of money in the economy in order to reduce unemployment, keep prices stable and promote economic growth
nation-state	a political unit that claims sovereignty over a defined territory and jurisdiction over everyone in it
national debt	the amount of money that the federal government owes
nonrenewable resource	a finite resource that cannot be replaced once it is used
opportunity cost	the value of any alternative that you must give up when you make a choice
overpopulation	a situation in which the existing population is too large to be adequately supported by available resources at current levels of consumption
parallel	an east-west line of latitude used to measure angular distance north and south of the equator
per capita income	the average income per person
physical process	a course or method of operation that produces, maintains or alters Earth's physical systems
places	locations having distinctive characteristics which give them meaning and character and distinguish them from other locations
plateaus	landform features characterized by high elevation and gentle upland slopes
population density	the number of individuals occupying an area derived from dividing the number of people by the area they occupy
price index	a number that compares prices in one year with some earlier base year
prime rate	the interest rate that banks charge select customers
progressive tax	a tax that takes a smaller percentage of lower incomes and a larger percentage of higher incomes
property tax	a tax levied on real estate
proportional tax	a tax that takes the same percentage of income from all taxpayers
quota	a predetermined limited quantity; in economics, a limit on the amount of imports or exports
	an area with one or more common characteristics or

region	features, which give it a measure of homogeneity and make it different from surrounding areas
regressive tax	a tax that takes a larger percentage of lower incomes and a smaller percentage of higher incomes
representative democracy	form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions
resources	an aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value
rule of law	principle that every member of a society, even a ruler, must follow the law
satellite image	an image produced by a variety of sensors, such as radar, microwave detectors and scanners, which measure and record electromagnetic radiation
settlement pattern	the spatial distribution and arrangement of human habitations, including rural and urban centers
sovereignty	ultimate, supreme power in a state; in the United States, sovereignty rests with the people
spatial	pertains to space on Earth's surface
system	a collection of entities that are linked and interrelated, such as the hydrologic cycle, cities and transportation modes
systemic	of or pertaining to a system as a whole
technology	application of knowledge to meet the goals, goods and services needed and desired by people
temporal	of or pertaining to time
thematic map	a map representing a specific spatial distribution, theme, or topic (e.g., population density, cattle production, or climates of the world)
topography	the shape of the Earth's surface
totalitarian system	a form of authoritarianism in which the government attempts to control every aspect of the lives of individuals and prohibits independent associations
trade deficit	the result of a country importing more than it is exporting
trade surplus	the result of a country exporting more than it is importing
treaty	formal agreement between sovereign nations to create or restrict rights and responsibilities
unitary government	a government system in which all governmental authority is vested in a central government from which regional and local governments derive their powers

urbanization	a process in which there is an increase in the percentage of people living/ working in urban places as compared to rural places

Chamber Study

In 1992, the South Carolina Chamber of Commerce conducted a survey of member businesses "to identify what skills and competencies public school graduates in South Carolina need to have in order to be successful in the workplace." According to the Chamber's final report, this survey is " the first time that the South Carolina business community has collectively tried to voice its expectations for graduates of the public school system, grades K through 12."

Following are the 37 workplace skills and competencies included in the survey, ranked in descending order from highest priority to lowest priority. (Twenty-four or the 37 skills and competencies were ranked as "high" or "very high" in priority.)

Personal Qualities--Someone who displays responsibility, self-esteem, sociability, self-management, integrity and honesty.

- Be honest and ethical in their dealings.
- Believe in themselves and maintain a positive outlook.
- Try hard and persevere until they achieve their goal.
- Assess themselves accurately, set personal goals, monitor progress and exhibit self-control.

Thinking Skills--Someone who thinks creatively, makes decisions, solves problems, conceptualizes, knows how to learn and how to reason.

- Identify and weigh all options and choose the best alternative.
- Learn new skills.
- Recognize problems and develop plans of action to address them.
- Recognize relationships between people, ideas, or objects and use this information to solve a problem.
- Generate new ideas.
- Conceptualize and process information.

Information--Someone who acquires and uses information.

- Look for information they need.
- Interpret and communicate information to others.
- Organize information in a way that suits their needs.
- Use computers to process information.

Interpersonal--Someone who works well with others.

- Work to satisfy customer expectations.
- Be a good team player.
- Develop leadership skills and not be afraid to take the initiative.
- Appreciate and work well with men and women from diverse backgrounds.
- Teach others new skills.

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- Know something of the art of negotiation.

Basic Skills--**Someone who reads, writes, listens, speaks and performs math at a level that allows him or her to do their job well.**

- Communicate thoughts, ideas, information and messages in writing.
- Perform basic math and apply it to everyday situations in the workplace.
- Organize ideas effectively and communicate orally.
- Listen and respond well to the words and non-verbal cues of others.
- Locate, understand and interpret written information in a wide array of documents, graphs, etc.
- Speak or understand a second language.

Resources--**Someone who organizes, plans and allocates resources.**

- Manage time wisely; prepare and follow schedules.
- Manage people in a way that maximizes their motivation and performance.
- Allocate and use materials or space efficiently.
- Use or prepare budgets, make forecasts, keep records and make adjustments to meet objectives.

Technology--**Someone who works well with a variety of technologies.**

- Select and use appropriate procedures, tools, or equipment--including computers, software and related technology.
- Understand the overall intent and proper procedures for setup and operation of equipment.
- Maintain and troubleshoot equipment.

Systems--**Someone who appreciates and understands how social, organizational and technological systems work.**

- Understand how social, organizational and technological systems work and operate effectively within them.
- Distinguish trends, predict consequences, diagnose performance and correct malfunctions.
- Improve existing systems or design new ones.